# THE JOURNAL OF EDUCATION

Volume 121 October, 1938 Number 7

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## *The Editors Say . .*

If a very little girl happens to be wearing a new dress and calls your attention to the fact, you make allowances. But when a magazine that has reached the mature age of 63 behaves like a little girl—what must you think of it? However, there seem to be special indulgences for magazines that commit social errors of this sort. So please excuse us. We want you to know that our new type dress is meant not merely for adornment but also to afford ease and comfort to your eyes in reading. Extra-clear body type, wider columns, more words to the page—these are some of the improvements brought you. We hope you will like the modern headings and the general make-up.

▼

Today in education increased emphasis is laid upon the development of reading ability—the master key to knowledge. Your Journal will continue to bring you much new and illuminating material on reading—some of it in the present issue. Closely allied to all this, is the noteworthy series on "Building Better Study Habits" which Charles E. Finch has prepared especially for this magazine. Each issue for the current year will contain one of these articles crystalizing the long and fruitful experience of the author as director of the junior high schools of Rochester, New York. We feel that this remarkable series will be of great practical assistance in many classrooms.

A lively feature of our News Digest Section from now on will be a page titled "Educational Horizons" by Randall R. Penhale of Michigan. Augmented by Mr. Penhale's contribution and in other ways, our News Digest promises to be more inclusive and better rounded than ever before.

Wish we could say more, but the bottom of this column has hove in sight and the rest of the issue must speak for itself. We hope you will enjoy it greatly.

# DO YOU KNOW

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ANSON W. BELDING, *Editor*
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# World at Lessons

## Outlook Is Broadened

American newspapers in the summer of 1914 carried a very small amount of foreign news. A newspaperman who recently checked over the files of his paper was amazed at the almost complete absence of European news until one week before the outbreak of the war.

Even then, as many will remember, there was more interest here in a World Series than in a war which was fast flaming into a World War.

The past summer has seen a marked difference in this respect. News of the European crisis has had much prominence in the American press for weeks and months.

The knowledge of what is going on abroad may not be pleasant, but it is far safer than ignorance. And the rank and file of Americans were centainly an ignorant and an innocent lot as to foreign affairs in 1914.

Our people still show a greater interest in the domestic and oftentimes the trivial than in far-off events, even though these are fraught with deep concern for all of us.

## Discouragers of Youth

Now is the time for all sensible schoolmen to join in blacklisting, boycotting and forever banishing from commencement platforms those hired speakers who gave last June's graduating classes hopeless pictures of the world into which they were emerging.

No wonder a good many schools have gone back to homemade graduations of the old sort, or that a good many others have gone forward to home-made exercises of a new type, depicting achievements and activities of the class itself.

These schools had already grown tired of sour-faced pessimists bringing counsels of despair.

Our young people must, to be sure, face difficult problems. They must think realistically. They must prepare to change the frowning countenance of society to a smile of welcome. The first encounters with conditions as they are today may be, and for multitudes will be, extremely unpleasant.

But the intelligent, well trained youth who goes forth with resolute determination to find a place where he can render useful service need have no fear of ultimate failure. He will need patience. He will meet rebuffs that will try his very soul. But he is bound to win out in the end if he is willing to discount the disappointments along the way and especially at the first.

Faith in society and in human resources of mind and spirit, coupled with appreciation of what has thus far been accomplished and a will to go forward to new goals—these are the paramount needs of youth today.

## "Sales Make Jobs"

How to spread employment until every employable person in the United States has a job at a living wage—this continues to be our paramount social problem. There is, it is true, a national spending and lending program which is providing some jobs, and every new job, either public or private, has a tendency to create other jobs. But the tightening pressure of social security taxes and other burdens upon business has a counteracting influence, through its inevitable suggestion to employers that they reduce their tax bills by cutting payrolls.

No nation can exist half employed and half idle. The miseries of the idle are not removed by doles, even if the weight of the dole could be carried permanently by the people who have jobs or incomes. Clear indication of the detrimental effect of joblessness is contained in a recent report of the United States Public Health Service, which finds that sickness is twice as prevalent among persons on relief as among those gainfully occupied.

Recent weeks, happily, have shown the business curve slowly pushing upward. Moreover, a nation-wide effort to stimulate business has been under way since early September, with the very pointed slogan, "Sales Make Jobs". Indeed they do. And if it be true that a vast number of people really could increase their purchasing at will, even today, any campaign of advertising that induces them to do this is commendable.

At any rate—all persons who are reasonably certain of their jobs or incomes, should now give themselves the double satisfaction of buying more of the things they want and of realizing that this action puts others back to work and promotes the national well-being.

## American Education Week

A public which so generally takes education for granted is well reminded each year by American Education Week that this important phase of life has its problems and requires the co-operation of all the citizens if desirable goals are to be set and reached.

The three sponsoring agencies of American Education Week—National Education Association, American Legion and United States Office of Education—have chosen for this year's theme, "Educating for Tomorrow's America," and this is indeed a challenging thought. The seven days from November 6 to 12, inclusive, have each their daily sub-topic, hardly less challenging.

Individual schools and school workers in every part of the country should avail themselves of the nationally publicised occasion to enlist the interest of local citizens in the work of the schools and classrooms. Many citizens fail to understand the changes that have taken place in methods and objectives. Many teachers, perchance, need to get the viewpoints of parents and hard-headed taxpayers. The forthcoming American Education Week should aid in bringing the schools and the people closer together for the good of today's children and "tomorrow's America."

Programs and other helpful material pertaining to the week's observances may be had from N. E. A. headquarters, 1201 Sixteenth Street N. W., Washington, D. C. A packet of supplies may be had for primary, elementary, high or rural schools, as desired, for fifty cents.

## The Pacific—and the Warlike

A dispute between the United States and Great Britain over title to two mid-Pacific islands was partly settled in August by an unusual if not unique arrangement. The two islands, knows as Canton and Enderbury, will be administered jointly by the two nations for aviation and communication purposes. Later, perhaps, the question of ownership will be worked out.

The announcement of this strange contract was made on August 11th—the same day that Tokio and Moscow agreed to halt their undeclared war over a boundary line in the Far East, and the two rival armies reluctantly stopped fighting and eyed each other suspiciously across a few yards of intervening territory.

The two sets of circumstances were vastly different, of course. But the main difference, after all, was that a background of hatred had been developing in the Far East where Soviet and Japanese interests clash so seriously, while Britain and the United States have long since decided to resolve their differences by the methods of mutual respect and negotiation.

Is it only the simpler, less grievous problems that can be met in this fashion? The answer is suggested in that word "fashion." No issue will be found too complex or difficult for nations to determine by peaceable methods, once it becomes the accepted custom of mankind to go about the task that way.

## Tuttle's Return to Teaching

This fall a book salesman, well known to schoolmen of New England as a friendly representative of The Macmillan Company for the past two decades, returns to teaching. He is Guy A. Tuttle. His invitation to join the faculty of Wilbraham Academy, Wilbraham, Massachusetts, came unsolicited. The trustees of the academy wanted a man of broad experience as well as professional background to assist the headmaster and to teach boys mathematics.

The JOURNAL congratulates Mr. Tuttle upon his attainment of the unusual in going back to his "first love," teaching, in the mid-years of life. Even more does this magazine commend the wisdom of Wilbraham Academy in perceiving the value of the contribution an individual may make to young people as a result of years spent in dealing with the realities of the world outside the classroom.

There is much talk about bridging the gulf between schooling and life. Does not the action of one old New England school suggest a way to do this?

## Rating by Students

While certain teacher groups are debating whether to invite checkups of their work by students, these checkups go on endlessly, regardless of whether teachers invite them or not.

One of the most complete testing programs for teachers is that conducted each year by the Harvard *Crimson*, undergraduate daily which is virtually independent of university control. The *Crimson* ascertains by questionnaire the opinions of freshmen on all courses taken by them, and also obtains the verdicts of upper classmen on the various concentration fields. The results are made available to all members of the entering class in a "Confidential Guide to Freshman Courses and Fields of Concentration" which is one of the most untrammeled affairs imaginable. Criticisms are not particularly caustic and certainly not vindictive.

## Great Teaching

The measure of great teaching is the percentage of pupils who are led to discover their hidden powers and to go on developing and using them for their own and the general good. It is a matter of inspiration more than information—though the latter is important if it be acquired with an eagerness that makes it stick.

# Building Better Study Habits

CHARLES EDGAR FINCH

"How can we teach them to study?" is a question asked by teachers, principals and supervisors everywhere. By way of answer, Mr. Finch has prepared for JOURNAL readers an intensely practical series of nine articles, of which this is the first. The author writes from long and successful experience as Director of the Junior High Schools of Rochester, New York.

A BOOK came to my desk one day with the title, "Your Job." Naturally I wondered whose job it was and what the person had to do. The author told why one ought to study, gave many good suggestions regarding the value of school work, and explained how different courses in school led to various ways of making a living when one grew up; but—do you believe it—he didn't tell how the studying was to be done? "Well," I said to myself, "that was the way when I was at school." The teacher was always telling me what she wanted me to learn and that I should have to hurry if I wanted to get my lesson finished on time. Sometimes she hinted that I would not get a good mark on my report card if I didn't study harder. I remember hearing about keeping my mind on my work and learning to concentrate, but not a word about how I should do all this. Is it at all surprising that repeated failures in study situations have led so many children to hate study and eventually to refuse to apply their minds to book work?

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Somewhere in the child's school experience he should be made aware of certain very definite study processes, and emphasis must be placed upon the development of those powers which will enable him to do independent studying. A definite atempt to build better study habits is one way of doing this. It puts a new emphasis on the *learning* process; namely, a change from teacher activity to pupil activity. It suggests essential opportunities for individual growth and outlines numerous ways of making pupils self-dependent. Too many of our teaching methods have overlooked the fact that teaching is effective only as it challenges growth and development on the part of the individual. In fact many of our teaching devices actually prevent real education.

Building better study habits is much more than lengthening the school period, or making a particular division of the period, or any other formal plan. The idea must be a vital part of the teacher's philosophy of education. Whether the studying is done at home, in a study hall, or in the classroom, the need for developing effective study habits is just as urgent. The study suggestions and procedures in the plan adopted should be understood by all teachers in a given school and applied by each one as far as they are applicable to the particular subject taught. One teacher in the group may well present the fundamental ideas of the plan in connection with the subject he is teaching; but each of the other teachers should know what is being done and should encourage the pupils to apply what they have learned.

Once the principle of developing adequate study habits is accepted, it means that a definite time for quiet, uninterrupted study must be provided and a new and better method of giving assignments must be adopted. Adequate library facilities, easily accessible, will prove a great help in carrying on study activities. The plan to be discussed in future articles assumes a teacher thoroughly familiar with the subject he is to present, one who knows how the subject can be studied to the best advantage, and who can organize material effectively and can see possible difficulties. A sense of the needs and limitations of the pupils in a given class is another essential. Much also depends upon creating a right attitude toward study by setting up definite and reasonably attainable ends to be accomplished, by arousing a real interest in the problem to be solved, and by paving the way for that type of success which inevitably brings satisfaction.

There are at least two points of view with reference to this matter of teaching pupils how to study. On one side are the teachers who were never taught how to study and who see no reason for teaching others. They say, "Let these boys and girls discover their own way of learning the lessons which we assign. That is no concern of ours." On the other side are the teachers who, though having had no study aids in their early experience, realize how much time they wasted in trying to find the most effective way of learning. They recognize merit in any effort to teach children how to study. Because they have observed the pathetic waste and the glaring defects in the study habits of their students they are constantly searching for ways of remedying his unnecessary expenditure of energy. They realize that there are large numbers of pupils who will never be able to form satisfactory habits of work unless someone extends a helping hand. Such pupils need personal guidance especially designed to give direction to their efforts. Such teachers realize that, because of its basic nature, guiding, directing, and stimulating study effort on the part of their pupils is even more important than imparting information, drilling on facts, or giving tests. No one remedy can be expected to cure all defects. By careful observation and study of pupils during their silent study periods the helpful teacher will discover numerous indications of inadequate study habits. Study tests outlined in later articles will also prove helpful in locating weak points in the study procedure of pupils. Understanding the chief difficulty of the pupils in a given class is a prime essential to work of a constructive nature along study lines.

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Teachers are inclined to err in thinking that a few suggestions can be relied upon to adjust study difficulties. They fail to remember that, at best, the fixing of desirable habits is a slow process; one that requires painstaking effort and continued application. This fact cannot be too greatly emphasized. Only slowly and gradually will pupils change from the bad habits they have formed to the more effective processes that the teacher is trying to substitute. Pupils are bound to vary in their study progress; but the chief concern of the teacher should be to make sure that each pupil is steadily gaining in his ability to help himself and to get worthwhile results from his study period. Comparative tests will be suggested as one way in which both teacher and pupils can be sure that progress is being made. At best we are all prone to take too much for granted with respect to the ability of pupils to study independently and efficiently; hence the necessity of objective measurement which will assure us that we are succeeding in our efforts. "Check and double check" may well be the slogan in this work.

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Such modern methods as the unit of learning, the problem-project plan, the committee and report method, the individual contribution idea all demand most careful training and practice in this important matter of building effective study habits. Children must be taught how to find material for their special assignment, how to locate collateral reading matter that will broaden their knowledge, how to utilize the sidelights of fiction, how to gather data for dramatization, how to make notes, how to assemble facts in an orderly and useful manner, how to look up material on current events, how to find and use reference books in the library. These essential study abilities together with many other vital topics are all an important part of any worthwhile plan for building better study habits.

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The plans to be discussed in future articles of this series will offer suggestions along these lines. Such efforts as will be indicated will suggest a solution to the problem of the less gifted child and indicate a means of enabling bright students to get even more out of their school work than would otherwise be possible. Individual differences will be recognized and suggestions given which it is hoped will help teachers to develop to the full the powers of each individual. The suggestions offered will outline training that is valuable not merely for school but for life, thus giving to the pupils a permanent possession that will add both to their enjoyment as individuals and to their usefulness as citizens.

No plan however good can fully succeed without the wholehearted efforts of conscientious, devoted, thoroughly aroused teachers; supported by the sympathetic backing and assistance of the whole supervisory and administrative organization of the school system. Only thus may our boys and girls be given the best possible opportunity to develop to the utmost what nature has given them.

To progressive teachers everywhere who recognize the importance of building better study habits and who are eagerly searching for effective methods to accomplish this change in technique, the suggestions in the following articles are offered with the hope that they may prove helpful in the solution of this exceedingly diffcult but very vital problem.

---

> *"The most urgent problems of modern times are not concerned with controlling nature but with what we should do with our control of it after we have got it. These are problems of practical philosophy and no amount of scientific knowledge will ever solve them.*—ROBERT M. HUTCHINS.

# Such Federal Aid Would Disappoint

*By* E. W. BUTTERFIELD
*Superintendent of Schools, Bloomfield, Connecticut*

THE FIRST weakness in the program proposed by the President's Advisory Committee on Education is the evidence that the general conclusion was predetermined and is but slightly related to the study that was made.

The proposal did not originate in a desire to improve public education but was considered as a possible unit in a spending program. The Committee had reason to believe that if it recommended a liberal Federal expenditure in the field of its labors its report would be more favorably received by the Administration and probably by the Congress.

The Committee employed a highly competent staff and took plenty of time. It made field investigations in each state. It discovered that there are glaring inequalities in the educational offering of different states, different cities and of different sections of the country. This condition had been known for a long time, though it had never before been subjected to a single study. The result was that well-established facts were documented and satisfying comparisons made possible. Imposing tables were compiled and pitiful illustrations were detailed.

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The conclusion was not convincing. Since there are educational inequalities Federal financial aid was held to be the only way by which the situation could be adequately corrected. No proof was presented for this amazing statement although scientists hesitate to limit possibilities. A simple philosopher once said to me, "When you say that there is only one way by which a thing can be done you are questioning the power of God and that is impious, or you are doubting the ingenuity of man and that is impolite." He added, "There is only one way by which a thing can not be done, but there are at least three ways to do anything you want to do."

I am less disturbed over the *non sequitur* in the Committee's logic than I am grieved that it let an opportunity pass. Ample money was available, time was permitted, and the Committee had the services of experts able to answer the questions, "When, where and how is Federal money needed?" The question they answered was, "How can Federal money be spent for education without unjustifiable waste?"

◆

It is true that many States and sections of States have never been able consistently to maintain good schools, but to what extent the causes are climatic misfortunes, poverty in natural resources, racial diversity, personal improvidence, educational indifference, or administrative inertia and unwillingness to effect economic organizations and to limit partisan control, has never been stated convincingly and had from this Committee little attention. It is at least conceivable that most important of all would have been such a study with recommendations for expert aid and Federal guidance to enable States and sections of States to improve and to support in part or in whole their own education. There are cities and States which have never seriously applied themselves to education as a major problem. Their tax systems are inadequate, and allocation to schools is made only under pressure. They employ ill-trained supervisors and teachers. They have no definite system for the locating of school buildings. They need more than donative help.

The Committee, however, avoids recommending a guidance program, slow and uncertain of results, and declares that the times and the spirit of the times call for a spending program. It says in effect that, since glaring inequalities characterize educational operations and expenditures for schools throughout the nation, Federal financial aid is the only way in which the situation can be adequately corrected. It is not clear that the premises lead to this conclusion.

The report does not furnish proof but it seems most certain that there are parts of States and sections of the country which, because of physical and social impoverishment, even under good leadership and with their best endeavors, are still failing to provide for their children defendable educational opportunities. In State education administration this situation is frankly recognized and State aid under careful supervision is provided. In the same way it is possible to meet the needs of States where the ratio of taxable wealth to the number of children is abnormally low.

It seems that the Committee should have studied the sum required, not for distribution to all States, but for allotment to those in need. The amount required with the careful guidance and supervision that should go with it would be but a small part of the appropriation that has been recommended.

◆

We know perfectly well that in each State there are families, few in some towns, many in others, which through the misfortunes of life, without personal blame, have insufficient food, clothing and medical care. These families we recognize as a part of our society, and we tax the fortunate in order that the needs of life may be generously met. These funds are distributed by specially trained workers so that the interest of the individual and of the comunity may not suffer.

In order to hide misfortune or honorable poverty we do not set up an elaborate system of camouflage, we do not attempt equalization, that is we do not collect from taxes enough so that all families, rich or poor, may be supplied with food, clothing and medical services. The recommendations of the report would submerge regional poverty and incapacity by a financial tidal wave.

◆

The Advisory Committee has gone even further than this in its educational proposals. It would allow the Federal Government to collect from the States, by old and new methods of taxation, very great sums, most of which after passing through many hands in Washington would be returned so that rich school States would get much and poor school States would get more. The proposal is both cumbersome and uneconomical.

The recommendation then goes a step further. This money would be given to the States in fee simple. No strings attached. Each State would expend the money—for education of course—as each legislature may define "education" and in accordance with its best judgment. The recommendation trustfully believes that States and cities that have not expended well school money raised by their own taxation will expend to full educative advantage the money that is forwarded from Washington.

All experience is against this assumption. Families and individuals spend their scant earnings with good judgment but not the proceeds of a fortunate lottery ticket or an unexpected legacy. Similarly, we have towns and cities which are educationally backward on account of donations. A rich family in generosity begins to build and equip school buildings. The town which accepts these donations feels very free to criticize the schools thus given and never builds another school of its own. It waits in the hope that some one will die and wish to be remembered. Towns have been impoverished by gifts. A poor school system — comparatively poor—planned for, saved for, and paid for, educates the community as well as the pupils. The condition is bad when schools come as gifts from citizens personally known and respected. It is worse when the money comes from a foreign and indefinite source. General donations are soon accepted as a right, and individual efforts atrophies.

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Connecticut has never fully recovered from such an experience. It sold the claims to a great extent of territory in Ohio for a very large sum and invested this for the perpetual use of public schools. At the same time it had divided itself for the support of schools, not into school districts, but into ecclesiastical societies. Soon it became possible in many poorer towns to maintain schools wholly on the revenues from the school fund. In very brief, the Congregational clergy directed the schools and the State of Ohio supported them. Individual initiative and pride in the schools disappeared and when the system was given up, and for some years thereafter, it is doubtful if any of the older States had poorer schools than Connecticut. The evidence presented by Noah Webster and Henry Barnard is still extant. If foreign donations tend to curb educational endeavors, remote donations which result from unseen assessments can be even less defended. The $199,000,000 proposed for 1944-45 will come from Washington as a grant, but first it must go to Washington in the form of taxation on local wealth or industry. It will mean new taxes. Local taxes have become very burdensome, but they are voted by the people and expended by representatives chosen by the people. In general, thrifty people, when they have control, squander only in small sums and they have a personal interest in the institutions that they know they support. This is not the case with government money, with money which comes regularly and from some not clearly defined source. The fifty-fifty distribution of the earlier vocational acts was harmful in that the absolute value of vocational education was obscured by the craving to spend; to purchase for fifty cents that which, at the market price, was rated at one dollar.

The Committee's proposal removes the requirement of one-half from local funds and insists only on judicious spending. Government money has always been regarded by local administrators as "easy money." It will be spent for items that no New England town meetnig would ever approve for local taxation. The $199,000,000 and more after 1945 must come from new taxation, and the taxation will be very real in its effect though painless in its collection. We shall pay the grocer, the gas vendor, the landlord, in order that they may pay to the government, in order that it may pay to the State, in order that it may support the schools for our children. Our forefathers ultimately rebelled when State taxes prevented the comforts of the home, but Federal taxes on gasoline, on fuel oil, on gas and electricity, are but modern forms of the chimney and window taxes which made early English homes cheerless.

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In general, this may be said. In a republic, the public schools have never come as a donation, as a gift from the wealthy, as an inspiration from the saintly, as an incentive from the learned, as an encouragement from politicians and statesmen. These groups have consistently favored schooling for selected individuals, not equal schools for all. Public schools have been created and maintained by the people themselves to carry forward their individual and family idealism.

The proposal is that the Federal Government shall have no control over the expenditure of these grants. It is impossible that this plan endure for any length of time. Nor is it desirable that it should so continue. Effective administration means that the appropriating body must in general features control the expenditures. This alone will prevent the educational proposal from becoming an expenditure program.

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That this plan may have wider approval it is proposed that private education shall share in public support, and this means that doctrinal schools would be maintained in part at least by public taxation. Connecticut's experience before it disestablished the Congregational Church in 1818, and the more recent experience of many nations, is convincing that State support of religious instruction means State control, and that doctrinal instruction at Sate cost leads to national unhappiness and violent upheavals. The American principle of complete separation of Church and State is worth too much to be brought now into question.

This should be done. There should be Federal grants sufficient so that education may not be denied to children, but these grants should go only to States and sections which are willing to do their utmost to support education and it should be given under the direction of experts trained to guide and help in the maintenance of educational programs.

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# Teaching a Retarded Group

**LOUISE LAIRD**
*Barrington, Illinois*

How a sense of failure was replaced by pride in achievement in a class of slow fourth-graders.

SHOULD slow pupils be separated from the quicker ones by placing them in a room by themselves? This question has been debated many times with good reasons given for and against segregating them from the pupils of their grade who seem to get along much faster in their school work.

It seems that the greatest problem involved is that of keeping the slow pupils working happily, and at the same time progressing at their own rate. This can best be done, it appears, by making the children feel that they are succeeding in what they are doing. They must be proud of the work they have accomplished. If the slow child must constantly compare his achievements with those of children of much higher ability and greater speed, he will undoubtedly feel discouraged. This discouragement leads to a feeling of inferiority on his part. For this reason he can not be really happy and his outlook upon life in general will not be a wholesome one.

A situation arose in a small school in which there were a large number of fourth grade pupils who, under ordinary circumstances, would be unable to do passing work. They were poor readers and seemed to have little confidence in themselves and little desire to attempt anything. They were content to sit back and let the quicker ones do all the volunteering along any line. These retarded children were finally placed in a group by themselves at the suggestion of the teacher who explained the situation to the parents in such a way as to get their cooperation. The children were to be placed in a fourth grade where they belonged, according to the number of years they had been in school. They were to be given work which they could do and an attempt would be made to bring them up to their grade level. There was no stigma of failure to be attached to this group.

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When school started in September this group made another fourth grade. They studied the same units in history and geography as did the other fourth grade. Since reading was difficult for them this subject was stressed. Phonics, spelling, language, and writing were also stressed.

But the main objectives, those of building up self-confidence and pride, were most nearly attained by means of certain projects which included all children working together to produce something in which they were intensely interested and which utilized all their various talents or abilities. One such activity was the making of marionettes. The children made the puppets, dressed them, made the plays from stories or from their history, and gave a marionette show for which they charged admission. They purchased a radio to be used in music appreciation classes.

The children worked early and late on this show. All their talents were brought into use in the molding, the designing, the painting of the puppets and scenes, sewing, construction, manipulation, reading, speech habits, cooperation, and ideas. The children were so much engrossed in the marionettes that they forgot their timidity, gained confidence in themselves, and were extremely proud of their individual attainments. The scenes were painted with poster paints upon large cardboard sheets. A number of children displayed unusual talent in this. Each child had some part in painting the scenes. Just as talent was displayed in the scenes it also came forth in other forms of the work. Some children excelled in molding or painting who seemed to be unable to make a showing in any other way. Each child was given a chance to excel in something and most of them did.

When the plays were ready to be given this group was the envy of all others. They were no longer the dull group. They had proved themselves, to themselves and to others. The teacher let them know in many ways that she was proud of the work they had done and wished to show it to others. The children gave two plays to the public and the rest of the school; The Tar Baby and The Sleeping Princess. They were so engrossed in the characters that they seemed to forget themselves. They all worked together as actors, stage managers, and electricians to present a very clever performance. Their speech habits had improved remarkably. One boy who took the part of the king had formerly spoken incoherent sentences with difficulty. But after showing what he could do with his hands, and running errands for the teacher to purchase items needed for the project, he gained enough confidence to stand up and speak his part upon which he worked very hard. This boy was good at counting money and was very dependable. These facts were stressed to give him the courage he needed in other things.

A little girl of this group also seemed to blossom out. A year ago she was so timid she would hardly answer when spoken to and never volunteered in any activity. She is now one of the first to volunteer in many things and is proud of her work. Her reading, which a year ago last September was on a slow first grade level, is now on the average third grade level.

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The work has been kept on a level comparable to the children's ability. They read the easy books with enjoyment. Phonic work has helped many of them to find themselves in reading. The initial blend is stressed. This seems to be the most natural method of approach. The children are able to pronounce most words from the beginnings and the content of the sentence. Phonic work is more necessary with a group of this kind because of their poor working vocabulary. There are so many words which they either mispronounce or do not know the meaning of. Therefore it is often difficult for them to get the pronunciation of a word from the content of the sentence. Vocabulary building is one of the problems which is met by presenting as many new experiences as possible.

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The study of history is a pleasure with this group. The children do much of the reading silently to find out definite things. They are learning about Man's early beginnings and are following the trail of mankind along from one part of the world to the other. A trip to the Oriental Institute and Field Museum of Chicago made this study have more meaning for them. Their geography studies are correlated very closely with their history since a separation of these would be confusing.

Cleanliness and beauty of mind are stressed above everything else. The fact that they are ladies and gentlemen is always held before their minds. Since some of these children come from the poorer class of homes, this is sometimes difficult but it helps to create an attitude in the room as a whole and tends to help individuals.

The vivarium is an interesting nature project which is carried out throughout the year. By studying the habits and needs of tiny animals in situations approximating the homes of the small creatures, the children acquire habits of kindness and thoughtfulness as well as interesting facts in natural history. Their work in connection with the vivarium helps to create a nice atmosphere in the room and a sympathetic understanding between teacher and pupil.

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An appreciation for beautiful things is one of the objectives. Beautiful music becomes a part of their lives after they have listened to it, have dramatized it, used it to create certain effects in their plays, or have created it as they do in their music periods. The children made a cradle song to use in one of the puppet scenes. They created words and music of other songs to sing in a program to be given for the mothers. They look forward to the Damrosch Music Appreciation Hour as a special treat.

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These children are happy in their work. They do not have the feeling that they are segregated but that they have many privileges and some things which are their very own because they have created them. There is no feeling of inferiority because they have achieved something by their own standards.

If these things can be accomplished in a room where the retarded ones are kept away from the rest of the group, it seems that the separation is best for all concerned.

# But Experience Should Count

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In his exposition of the "famous fallacy" of the value of experience, in your June issue Mr. Frank M. Rich advances four points which, although they may not be famous, are certainly fallacious. It is only fair that these points should be examined, for conclusions based on false premises cannot be accepted as valid.

First, reference is made to a study which, it is said, proves that workers in the fields of typing and telegraphy do not improve their speed through experience unless great pressure or incentive to improvement is brought to bear. Then, by an entirely false analogy, it is inferred that teachers likewise must be subjected to similar stimuli before they will do better work. The analogy is false because there is not a true resemblance between the two types of work. Higher speed in typing and telegraphy results in greater tension and strain upon the worker. No person of intelligence will submit his organism to such a tax unless there are compensating extrinsic factors. Efficient teaching, on the other hand, carries its own reward. As a teacher grows in skill, she finds her tasks easier, her class happier and her satisfaction in her work immeasureably increased. Her nerve depletion is actually in inverse ratio to the efficiency with which she performs her duties. Furthermore, only the most stolid and insensitive of persons could carry the sole responsibility for the lives and learnings of forty impressionable children for five hours a day, and remain unmoved by a desire to give his best to the task. There are then, intrinsic and natural rewards to fine educational practice which make the insertion of financial motivation irrelevant. It cannot be said, of course, that all teachers are equally cognizant of the need for improvement, or even that self-satisfied, lazy teachers do not exist; but able administrators and supervisors find in general that they achieve the best results in the improvement of instruction when they assume that the motivation is already present in the teacher. They then address their major efforts to helping her interpret and criticize her experience to the end that it will yield the maximum amount of progress.

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Second, the statement is made that "with modern supervisory technique it is easy enough" to determine what type of work the teacher is doing. Actually, this is not true. No objective scale has ever been devised which can measure the fine points in teaching, and it has been found impossible to eliminate the personal differences which prevail among administrators. Under prevalent rating systems, it is the teacher who plays to the gallery and who sacrifices the real for the expedient who is rewarded by a higher salary. The encouragement of such responses in teachers is scarcely conducive to the development of the highest level of ethics in children.

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Third, the tone of the statement "Seniority promotions and automatic increases may keep the herd contented and avoid embarrassing comparison" implies that it is unimportant that the body of teachers be kept happy and confident that they will be fairly treated. Let no trustee, principal, or superintendent believe for one moment that the jealousies, bickerings, and resentments of a dissatisfied faculty are not immediately reflected in the lives of the children in the school. Only a happy, cooperative group of teachers will provide the sort of school in which children can practice the happy, cooperative living which society hopes they will continue to practice all their lives.

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Fourth, the conclusion that experience does not *guarantee* improved teaching, which we grant, is not grounds for stating that the millions in school money which are spent on experience are wasted. In the first place, most of the service increments are found in systems which have the type of supervision which elicits the expected value from experience. But even if this were not so, instructional moneys are presumed to be expended in the manner which will buy the best teaching service. The automatic increase, while it may occasionally reward lethargy, puts no premium upon it. On the other hand, it guarantees to teachers that they will not have to put on a show and "sell themselves" or else be left at the bottom of the scale. Thus they are not tempted into insincerity and expediency. In removing the chief cause for disharmony among faculty members, it provides the only condition under which a really fine and cooperative type of school life can take place. For these reasons the salary scale with automatic increase is found by many systems to give higher returns in actual educational value than any system of salary rating yet devised. The millions are not "wasted"; they bring more than adequate return.

# The N. E. A. in New York City

BELMONT FARLEY

WITH a registration of approximately 14,000 members and almost as many visitors, representing practically every community in the United States and the territories of Alaska and Hawaii, the 76th annual convention of the National Education Association, which met in New York City, June 26-30, was one of the largest in the history of the organization.

The Association's largest Representative Assembly, consisting of 1680 delegates, elected Reuben T. Shaw, head of the science department of the Northeast High School in Philadelphia, president for the next year.

From the time the convention opened formally with Vespers Sunday afternoon, until the following Thursday evening session, conventioners took part in 150 meetings and heard 750 speakers.

Dr. Caroline S. Woodruff, retiring President of the Association, selected as her theme of the convention, "The Responsibility of Education in Promoting World Citizenship."

Many convention speakers stressed the teachers' role in preserving democracy today and in safeguarding democratic ideals for the world of tomorrow. The conflict between totalitarian and democratic governments was emphasized, and, urging an increased vigilance in defense of our liberties, various speakers warned the teachers of the threat of dictatorship to democracy.

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The highlight of the convention was the address by President Franklin D. Roosevelt on the final day of the convention. The President, introduced to an audience of 25,000 by Mrs. Roosevelt, who presided at the session, emphasized the responsibility of American citizens to protect democracy in a world in which it is being assailed. Said the President:

> If in other lands the press and books and literature of all kinds are censored, we must redouble our efforts here to keep it free. If in other lands the eternal truths of the past are threatened by intolerance, we must provide a safe place here for their perpetuation.
>
> The ultimate victory of tomorrow is with democracy, and through democracy with education, for no people can be kept eternally ignorant or eternally enslaved.

The international note was sounded again at a general evening session devoted to the contributions of the fine arts to world citizenship. Pearl S. Buck, author of *The Good Earth*, emphasized the need of a philosophy of life which includes appreciation for the world's great literature. She feels that literature is "slowly dying of uselessness," and deplored the fact that the educational system teaches children a little of everything except that there is something in literature which is essential to their lives.

Federal aid to education was a topic of discussion at several meetings. Both Congressman Mason and Senator Elbert Thomas of Utah called upon teachers to give united support to the pending Harrison - Thomas - Fletcher bill which seeks to enact into law the recommendations made by President Roosevelt's Advisory Committee on Education.

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Two fundamental questions—federal aid to local schools and academic freedom in the schoolroom—were much before the convention. President Roosevelt's strong statement in favor of both came as the most significant educational news during the convention.

A doctor's thesis written by Professor William Gellermann of Northwestern University and published by Teachers College of Columbia University, charged that the American Legion was an "unpatriotic" and "reactionary" organization. That document, though not in any way connected with the NEA or the convention, aroused the impression that it was.

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In order to make the facts clear to the public, National Commander Daniel J. Doherty of the American Legion was invited to address the Representative assembly. Introduced by Secretary Willard E. Givens, of the NEA, who explained the situation, Commander Doherty denied the impression given by certain newspaper headlines that he had not been permitted to speak in defense of the Legion: "In justice to the American Legion and to the National Education Association, I want to say that at no time was I in any way circumscribed."

The Commander explained that his presence was not so much for the purpose of replying to the attack as to make clear to all that there was no breach between the National Education Association and the American Legion.

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Two Life Memberships, the Association's highest honorary recognition, were awarded during the session. The first was presented during the Tenth Life Membership Dinner to Virginia Sappington, a nineteen-year-old rural teacher of the Piety Hill rural school near Chetopa, Kansas, whose heroism saved the lives of twenty pupils last March when a tornado twisted the schoolbuilding into splinters after the teacher had led her pupils to safety in a nearby ditch. The second award was presented by President Woodruff to Mrs. Roosevelt.

The underprivileged, the mentally and physically handicapped, the gifted, the average child and the adult provided stimulating subject matter for many convention sessions. Equal opportunity for all children, visual education, juvenile delinquency, the education of Negro children, education by means of radio, and the problems of youth in the depression—all found a place in the broad scope of the general program.

Few conventions have presented so many distinguished speakers.

Popular among the entertainment features of the convention was a pageant, "Skylines," presented by the New York City schools with a chorus and cast of 1000 members, dramatizing the story of education through the ages.

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A fashion show, especially staged for the teachers, attracted scores of enthusiastic spectators. Another interesting sidelight was a pronunciation contest waged between picked teams of men and women, the former winning the laurels. Actors of the Columbia Broadcasting System dramatized current news, which a high school class in social sciences from the Bronxville schools received on the other side of the partitioned stage and adapted to classroom use. Following the demonstration, a panel of teachers who regularly make use of radio in their classrooms subjected the broadcast to a critical analysis. The National Broadcasting Company demonstrated the use of the radio for general educational purposes.

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San Francisco was given the preferential vote by the Board of Directors for the convention city of 1939. In the event facilities available in that city do not meet with the Executive Committee's approval, Chicago will be considered next in order.

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# Need Arithmetic Be a Bugbear?

L. J. Hauser

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FOR many years arithmetic has been considered the "bugbear" of the school program. This has been due to the fact that it has been one of the chief causes of non-promotion in the elementary schools and to the fact that so many children have learned to dislike the subject. It is interesting to note the change that has taken place in the attitude of the children toward arithmetic in recent years. In order to ascertain their attitude toward the various school subjects, the children in grades 4-8 in the Riverside Schools were asked to fill out a questionnaire, simply indicating the subject they liked best, next best, and third best. They were also asked to indicate the subject they disliked most, and the subject they disliked next. As a result of this survey it was found that arithmetic is one of the best liked subjects in the school program.

Why is arithmetic no longer a "bugbear?" The decrease in the number of failures and this change in attitude are due to scientifically constructed courses of study and to greatly improved methods of teaching. By the elimination of much of the useless arithmetic material formerly taught, it is possible to concentrate on the teaching of the essential mathematical knowledges and skills. Since the "common essentials" in arithmetic have been determined through scientific studies, it is possible to achieve their mastery, rather than to expose the child to a great mass of material, much of which is useless and meaningless. By insisting on such mastery, the child is much better prepared in the functional use of arithmetic.

Children have been able to make much better progress in their arithmetic, because the course of study and textbook material have been better organized. Instead of introducing the child to a great variety of steps at one time, he is now taught each new topic step by step. Then, too, adequate practise material is provided for each new step to be mastered before a new one is introduced. It is surprising how many different distinct steps there are in each process. There are, for example, 40 distinct types to be found in the teaching of addition of fractions alone. The difficulty of these types has been determined so that a teacher can anticipate where the greatest amount of drill will be needed. Through this step by step teaching, great progress has been made in preventive teaching.

Another important improvement in the arithmetic curriculum is the arrangement of topics on a psychological instead of purely logical basis. The present plan is to place topics in the grades where experimental studies have shown that they can best be learned. By moving long division, which has for years been taught in the fourth grade, up to the fifth, much better results can be obtained. Likewise, by transferring the division of fractions, a very difficult unit of study, from the fifth grade to the sixth, more effective teaching can be done. Many other less important changes have been made on the same basis. To teach a topic to a group of children before they are mentally mature enough to master it, is to doom them to failure before they start.

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The method of diagnostic and remedial teaching has done much to improve the teaching of arithmetic. The diagnostic procedures may be classified into two types: general diagnosis and psychological diagnosis. The general diagnosis consists of finding out in which process the child is weak. In a general way, it is helpful to know if the child is weak in the subtraction of whole numbers or the division of fractions, for example. However, this knowledge is of little value in providing the necessary remedial help for the child to overcome his difficulties. By means of a psychological diagnosis, it is possible to find the specific difficulty causing the child's trouble. If the written work of a child who is having difficulty is carefully analyzed, it is often possible to find the cause of his trouble. In a problem such as this, for example, $2/3 + 2/5 = 4/8 = \frac{1}{2}$, it is obvious that the child's difficulty is caused by adding the denominators, instead of changing them to a common denominator before adding. Many similar cases can be found in the written work of children, by the observing alert teacher. But there are many difficulties that never appear on the written paper. The errors are all carried in the child's mind. To help children overcome such difficulties, it is necessary to discover the mental processes they use in working their problems. If a child is having difficulty with the addition of whole numbers, for instance, he can be given a diagnostic test in this process. After the test has been corrected and certain errors found, the teacher can ask the child to explain "out loud" just what he did in his head to get the answer indicated on the paper. The following case may be taken as an illustration of this method of diagnosis. In the following problem the child had written the answer 27. Add 7, 5, 6, 8. In asking the child to explain just what he did to get his answer, it was discovered that he added as follows: "$5 + 5 + 5 + 5 = 20$, add the 2 left in the 7 makes 22, add the 1 left in the 6 makes 23, add the 3 left in the 8 makes 27". Is it any wonder he had trouble adding such a simple problem, when he made it so difficult by his complicated method of addition? If this psychological method had not been used with this child, how could his difficulty have been discovered? After the cause of his trouble was found, the problem of remedial teaching was simple. He had never learned his combinations above 5 plus 5 and didn't realize the need for them, because in most cases his method seemed to work. By teaching the 100 addition facts, his difficulty was easily overcome. Many other similar cases could be cited, but the method is obvious from this illustration. In using this psychological approach to the teaching of arithmetic, the teacher can help many children change failure to success in their study of arithmetic.

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Arithmetic has been made more vital by the use of meaningful material based on the experience of the child. Instead of teaching formal arithmetic in the first two grades, the children can be prepared better for their formal work by building up a strong background of experience in numbers. The children have many needs for developing number concepts in their regular school activities. In order to distribute the books in their reading classes, they must count the number of children and the number of books. They learn the importance of numbers in turning to the proper page in their books each day. In building a store, they have to make various measurements to make the different parts fit. But this building of a background must continue even after the formal arithmetic has been started. The use of blocks cut in fourths, another set cut in eights has proved very helpful in building up the number concept in fractions in our schools. The school sale is another activity which greatly aids in the teaching of functional arithmetic. In one fourth grade sale, for instance, the children sold items ranging from pen wipers to wood carvings which they had made in connection with their activity work. There were items priced at 1, 2, 3, 5, 10 and 15c. In determining the prices of the articles and in making the change, adding the totals and subtracting the money they started with, the children had many opportunities for using arithmetic in a real practical way. Likewise, the 7th grade class which is in charge of the sale of school supplies is faced with a real situation. These children work out their problems in arithmetic in this case, not to pass a test or to satisfy the teacher, but for a real definite worthwhile purpose. In estimating distances and checking these estimates by actual measurements, the children develop a much better understanding of the real meaning of distance. In various ways of this type, arithmetic becomes much more meaningful to the children.

Educating children to become more intelligent consumers is another important phase of arithmetic. By a study of such topics as insurance, taxation, budgets, banking and installment buying, the children are given an opportunity to have a much better understanding of these topics. Take the case of installment buying, for example. In the study of this topic, the children can use their arithmetic to determine what the additional cost to the individual really is because of this method of buying. Actual situations are taken to determine just how the plan of installment buying works out. As a result, the children have a much better understanding of the advantages and disadvantages of this method of buying. A study of some of the various types of gambling devices with which children as well as adults come into contact forms another important unit of study. By having a slot machine in the 8th grade class, it is possible for children to discover for themselves what a losing game playing such a machine really is. It is not necessary to use any coins, because the machine can be adjusted in such a way that it will operate by merely pulling the lever. In a similar way, the study of punchboards makes it possible for the youngsters to learn by actual mathematical calculations, how very small their chances of winning by such devices really are. It may be well to discuss with them the moral problems involved in gambling, but in order to get effective results, it is necessary for them to learn how dishonest these various schemes are. There are many other ways in which arithmetic can be taught as a means of making children more intelligent citizens.

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# Is Teacher Preparation in a Rut?

DANIEL P. EGINTON

WHAT is the hub of the wheel of progress in education? Many will say that it is the teacher-preparation program. Better laws, stronger State Departments of Eductiaon, improved courses of study, larger administrative units, more finances, and stronger supervisory services are important. They are not so significant, however, as selecting teaching candidates carefully and helping them prepare themselves thoroughly for their God-like work.

To understand the signal importance of teacher preparation it is necessary to analyze many factors. We must realize, for example, that the teacher touches the educand first hand like the operating surgeon. She also is finally responsible for all of the activities and procedures of students in the classroom. This means that the one best measure of a school is the quality or calibre of the professional staff.

In considering the importance of teacher preparation it is basic to realize that people generally prepare themselves professionally while they are still young and amenable to change. After teachers are "grooved" and "set" in the conventional pattern—assignment, recitation, examination—it is difficult to get them to change to informal, co-operative methods. Experienced teachers who enjoy the reputation of being "successful" do not feel the need or urge to alter their methods even though these may be ancient as the tallow candle and walking plow.

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Professors of education have the rare privilege, and it certainly is an opportunity, also, of working with student teachers while the latter are still enthusiastic and courageous.

It is easier to show that many important aspects of teacher education should be completed before they enter on the job than it is to indicate how institutions of teacher preparation can meet these challenges. Regardless of how purposeful and life-like they may try to be, they cannot duplicate many actual situations the teacher experiences when she is regularly employed. How, for example, can one find substitutes for the stimulation of the monthly check, the need of winning the confidence of professional and lay associates, the thrill which comes from watching your own "show," and the problems growing out of living in a community?

When Emerson said, "Only so much I know as I have lived" he gave teacher education institutions a basic guide in the organization and administration of their program. It would be obviously impossible here to translate and apply this in detail, but in general it means that the programs of teacher education must be *meaningful* and *purposeful*, that is, centred on the student's capacities, difficulties and interests. They can no longer be organized on the basis of so many separate subjects taught by people who do not know the problems of the public school teacher, and often, apparently, are not deeply interested in them. Will somebody kindly tell us how a course in "Introduction to Education" can possibly be justified for Freshman and what it means anyway?

An early step in the program should be that of helping student teachers to get a perspective and understanding of the problems, opportunities, qualifications, and procedures required for success. This must be an active process. It cannot be accomplished by listening to dry lectures about Rousseau, Pestalozzi, Froebel, or abstract principles of education. There need to be many chances to observe and participate firsthand in many actual classroom situations before, during, and following professional courses. A year's interneship should be provided to complete the preliminary preparation—attain the "safety minimum."

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If genuine experiences, rather than textbook assignments, were provided, it would eliminate such stupid practices as graduating student teachers who have never kept a register, made out a seating chart, prepared a "lesson plan," worked on a professional committee, graded an examination paper, "disciplined a pupil," seen an adult community centre, worked on a case study, interviewed a parent, attended a teachers' meeting, written out an examination, or selected a "textbook." The foregoing are a few of the inadequacies I have noted by interviewing principals about the needs of new teachers they had employed.

Student teachers who "learn to do by doing" are better prepared for their work which obviously is many-fold larger than stimulating and guiding pupils in classrooms. They also are most likely to be interested or motivated, thus moved to worthwhile activity, when they are not supervised by the professors.

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Instructors also should constantly try to illustrate and exemplify the qualities and procedures which student teachers are expected to develop. This means for instance, that there should be an abundance of student participation, relationships should be informal and democratic, students should be dealt with as individuals, copious audio-visual materials should be used, guidance rather than "teaching" is desirable, all experiences or activities of each student should be integrating, and emphasis ought to be on underlying concepts rather than upon memorizing insignificant details.

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There appears to be a sad need of a clear, simple charter or set of principles to guide developments in the field of teacher preparation. In general these will be the same for all levels of education, since the "learning process" or growth has so many common elements from the cradle to senility. The needs and interests of people, for example, are the strongest motivating forces of everyone.

Why, then, can't we begin teacher preparation programs around these drives, scientifically discovered, and then try to stimulate and guide the development of desirable ones when they are not present?

Why can't we organize programs around organic wholes or problems understandable to the educand, rather than register students in isolated courses, such as English, Mathematics, and Introduction to Education?

Why can't students learn how to determine and meet individual differences by working closely with the professors on their own cases, rather than by listening to theoretical discussion?

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In short, why can't the whole program be *meaningful* and *co-operative?*

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## Letters

### Social Injustice

Several times I have raised the question in my own mind, while attending recent educational conventions, "Has educational theory and practice exhausted itself to the extent that there is nothing to talk about and nothing to do and that all there is left for the professional educator is to be a professional agitator for 'Social Justice'?" It seems to me, if one judges by the headlines in the newspapers, that some of the professional educators have become agitators and headline seekers.

Some of our educational experts have felt it necessary to invent a new word every year. "Integrated" was their last word. I understand that the new one is "implemented." This gives the opportunity to revise their old lectures and stick in some new words. Have they exhausted their pedagogical vocabulary and must now turn to "social justice?" I'd like to know just exactly what they mean by "social justice." They don't seem to explain it except to say that in Russia there is complete "social justice." I respectfully suggest that arrangements be made whereby those American educators who think that Russia is so full of "social justice" may be exchanged with Russian scholars and by all means make the exchange permanent. It might be mutually agreeable.

I think there is a great deal of social injustice in our educational system that is well worth discussing and working on. For my first piece of "social injustice" I should want to remedy the condition whereby teachers who belong to a national organization and expect their money's worth of educational help be given that help at a convention and not be exploited by those who are out for self advertising and for promoting social and economic doctrines which are not within the scope of their professional armchairs.

ARTHUR DEAN

Waterloo, New Hampshire

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### Graduation Wrinkles

On page 207 of the June, 1938 issue of THE JOURNAL OF EDUCATION, I read an article entitled "Gloom is Taboo." I am very much interested in this whole matter of high school graduation programs.

Ever since we organized our senior high school in Claymont Special School District, we have never had an outside speaker at our commencements. The boys and girls of the graduating

(*Continued on page* 240)

# On a Young Man's Outburst

**RAYMOND E. MANCHESTER**
*Dean of Men, Kent State University*
*Kent, Ohio*

## Do colleges shirk their responsibility when they neglect to fit students more directly for jobs?

WITHIN the past few weeks one young man of twenty-two years did the following things. He finished a four year course in a liberal arts college, he searched diligently but without success for a position, he became convinced that his course did him no good, he condemned the university for failure to locate a position for him, he wrote a letter in which he voiced his complaint to the President of his university and he talked publicly saying, "The arts course is just four years of piffle."

Those who have anything to do with arts colleges may ignore all such outbursts, they may defend themselves by giving arguments and by showing statistical compilations, they may admit failure, or they may attempt to study their own problems with the thought of determining the amount of truth in the young man's statements and making any changes necessary to remedy existing faults.

Granted that this young man was sincere even though emotionally upset it is only just that we should be sincere in our attitude toward him and in our effort to make an analysis and to draw conclusions.

Perhaps our liberal arts courses are too liberal, too general and too vague. Perhaps these courses do lack the rigid routines, disciplines and requirements necessary to yield certain outcomes. And, perhaps, they are not the very best courses we can create to prepare young men and women to meet life situations. Anyway, I am bothered when a keen minded young man talks publicly as this particular one did. We may have overlooked something when we adopted the pattern and wrote the schedules.

Some things we are fairly sure of. For example, when a courageous young man flies across the Atlantic in a ten year old plane and steers by the "beam in his eye," a part of the public assumes that the young man has only Irish Luck. That part of the public endowed with reasonable intelligence knows that back of the flight were years devoted to a study of flying techniques and mechanical skills. The preparation did not consist of merely a general smattering of education about a million and one things.

We also know that when a man of forty years is elected to the presidency of a large and powerful organization the same part of the same public that salutes the flier as a freak says, "A boy with a horseshoe," but the same intelligent part of the public knows that back of the election were years of study concerned with the intricate structure of industry and business procedure. The preparation had little to do with merely hitting the high spots in four years of college training.

When an inventor creates a new device, some persons say, "He just stumbled onto the thing," but the thinking ones know that back of the invention were months and years of concentration and study of possible methods. Very little of this preparation had to do with all things in general and nothing in particular.

A great many well meaning persons talk in an expansive way about the advantages of a general education and the cultural outcomes of a haphazard program of study but it is well to consider the fact that those who succeed in any human activity do so only after a specialized study of something in particular and only after learning self discipline and after gaining an appreciation for hard work.

Knowing so much about the preparations needed for success in scores of vocational and professional fields it is difficult for many to understand why we place so much faith in certain liberal arts courses which lack these specific preparations. Perhaps it is because of a failure to give careful study to the problem, perhaps it is a matter of false reasoning and perhaps there may be some propaganda in the woodpile.

Expressions such as, — broad training, — wide reading, — and general knowledge — get much play in academic conversation, but we find a June graduate even now wondering why employment departments ask so many questions relative to specific preparations and so few about breadth of backgrounds. He is wondering why the "big boss," in the front office calls college training "flub dub," and why the things that seemed so real six months ago are referred to by the fellows who have jobs as "froth."

Educationally we have been through all this argument before. The cycle business, etc! etc! Perhaps we shall soon swing over just as far in the other direction in an effort to balance our present way of doing things. Perhaps the situation will work itself out, as situations have a way of doing; but a number of persons with nothing else to do are cogitating over the question of whether or not the present set up can do the young man or woman as much good as the advertising pamphlets would lead parents to believe.

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In the meantime why not amuse

ourselves with solutions? We can arrange arguments supporting the liberal program or we can set up indictments aimed at anything and everything connected with college instruction. In case Grandpa is living I am sure he will spice the discussions with questions dealing with routine, discipline, appreciation for hard work, sincerity of purpose, ability to concentrate, character instruction and a few more considerations the past generation placed so much stress upon.

Just now the words "general" and "liberal," are very popular ones in any vocabulary. We hear of general mathematics, general science, general history, general averages, general things, general cases, etc., and we hear of liberal politicians, liberal theologians, liberal arts courses, liberal attitudes, etc. It may be that unintentionally we have over-used such words in an effort to maintain freedom and liberty of expression and of thought. And, it may be that our courses are not as carelessly arranged as critical young men would have us believe.

Since the truth usually is not to be found with either extreme, it is likely that the best style of college course is one providing plenty of broadening opportunities while at the same time offering a young man or woman the specialized attitudes, facts and skills needed in particular life activities.

Let us thank the young man for his frankness and examine our own courses honestly. If we are in the "piffle" business let us get into a new type of business. If we conclude that our courses are the best we can create for the purpose of introducing twenty year olds to adult ways of living then let us indicate to this young man and others like him that he and they are the "piffle" merchants.

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# Selling Science to Students

HARRY H. OLSON
*Great Falls [Montana] High School*

HOW can more individual attention be given to high school pupils? How can their study be better supervised? How can they be effectively motivated to personally investigate and study their individual interests? These closely related questions confront every teacher of science. Certain techniques, which seem to have definite value, have been tried this year in the Great Falls high school.

Superior students enjoy the responsibility of helping lower bracket pupils to study. Helpers carry the official title "Counsellor". Helping is a definite part of their assignment. More specifically, their work is to help their fellows to read more comprehensively. They are cautioned never to give their classmates answers to questions in the "Study Guide". Their work is to show how to go about finding desired material, and then how to select the proper response. Counsellors are impressed with the fact that they are most valuable when they can constructively make themselves the most useless. This procedure has multiplied the time for individual attention, and as a result has brought about a decline in low grade work and failure.

Study Guide grades and test scores correlate closely. Counsellors are asked for explanations when test scores do fall below grades received on Study Guides. Some students improve because of the help; others are accelerated because their sense of pride demands a show of independence or lack of special aid need.

In the course of their work students ask questions for information to supplement their source books. Queries of this type are cues to their special interests. Probably they can be referred to some special reference text. Perhaps there is an expert in the community who should be consulted. Mayhap some industrial plant would yield a wealth of information. Suggest that the student embark a little investigation of his own and prepare a report for the group on his findings.

When students have prepared exceptionally good discussions, invite them as guest speakers to other science classes. They are appreciative of the honor. They gain self confidence. They learn to think and to talk on their feet, and others benefit from their work. Some listeners are prompted to visit the same plants to satisfy personal curiosities; others begin to think of working out their own problems. Incidentally, work like this qualifies them for better grade ranking.

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Some of the work brought out as a result of these student investigations has been concerned with the manufacturing processes of flour, wire, bricks and mattresses. Others have been on oil refining, power plants, broadcasting stations, telephone systems and smelter laboratory tests.

Students, more creatively minded, will seek expression in the construction of such projects as model airplanes, radio sending and receiving sets, radiometers, rheostats, barometers, glass blowing, electrotypes, platings and electric motors. These are presented before their class groups with a discussion and with answers to questions raised by their classmates.

Local power, telegraph, telephone, aviation and other industrialists are glad of the opportunity to send gratis selected representatives to discuss the applications of science to their respective fields. They bring with them demonstration equipment that would be far too costly for the average school. About forty minutes is scheduled for lecture and demonstration, followed by twenty minutes of open forum, in which students participate actively. Special speakers are given the suggestion that they strive to create interest so that students will want to go to investigate for themselves. More pupils tend to become students because they can see the vivid relationship of their school work to life. They become sold on science, for they can see that their school work is an actual part of a progressive program of life activity. The teacher has begun the job of selling the practicability of education.

Young America will never get a better answer to what might be an embarrassing question, "What good will this do me when I am out of school?" than when the future citizens see through their own eyes that theirs is a definitely productive part in the world of work today. The teacher will have made himself constructively useless because now, his disciples have begun to learn, and to think, and to do for themselves.

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# I'm Glad To Be a Teacher

REUBEN T. SHAW, *President, National Education Association*

I'M glad to be a teacher. My mother was a teacher before me. She always spoke with pride and satisfaction of her thirteen years of service in the rural schools of Indiana. She was happy to know that the young people who had attended her schools were making good men and women. To her schools were important—the most important thing in the community next to good homes. She felt a common bond of kinship with teachers everywhere. She was inspired with their mission to make life better, richer, nobler.

With the example of such a mother, it was natural for me to turn to teaching. I have found it a great and happy experience that I would not trade for any other.

I am glad that my service as a teacher has placed me in the midst of these turbulent transition times when people are seeking new and better ways of life. There are great risks, but there are great possibilities of advance. It is a time when new pioneers are being born every day, men and women who dare to dream and to do, to forget the old and to build the new. We can go forward if we will.

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To all teachers this is a time of marvelous opportunity. The character of this age above all others demands intelligence, character, goodwill, foresight, personal discipline, careful planning—the very things schools stand for. As need after need makes itself felt, as one crisis succeeds another, the demand is for more education, for better education, for higher skill, for broader perspective, for clearer purpose and planning. Today the schools have the opportunity of the ages. No other force can bring permanent gains. Wars cannot do it. Police cannot do it. Money cannot do it. Technology cannot do it. Tear out a slum if you will. Replace the tumbledown hovels with modern homes and put the same people in them with the same earning power and the same tastes and they will soon make a slum out of the new dwellings. Only by developing purpose, skill, taste, and character can the standard of living be raised to the possibilities of our new technology.

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To the general public, all who work in the schools are one. They think of the teacher, the principal, the superintendent, the college president, the professor, as engaged in a common task. They look to them all to work together toward a common end. Shall we not in our own thinking exalt this unity of our profession? Shall we not attach more importance to our common heritage and less to the special interests that tend always to divide us? Shall we not put on the garment of a common humanity and go forward together as a united profession? No thoughtful person can hold the office that I am now privileged to occupy and not feel the power of organization—what it has done, what it is doing, and what it might do if all shoulders were at the wheel.

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There are two things in which we may all join during these fall months. First we can enlist promptly under the banners of local, state, and national associations. By thus pooling our resources we shall gain the organized power to work effectively on our great common problems. We have made much progress in organization during the past twenty years and we owe a great debt to the leaders who made that progress possible. We can pay that debt only by doing our part now to make the most of the opportunities which are ours thru organized effort.

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The second enterprise in which we may all join is American Education Week. We can take hold of the plans for American Education Week, which comes November 6 to 12, and make it the mightiest educational revival ever held in this country. The schools belong to the people, who have entrusted their management to boards of education, superintendents, principals, and teachers. Our strength lies in keeping the schools close to the people, responsive to their wishes and needs. This requires that we shall consult with the people, that we shall tell them what the schools are doing and why, and that we shall ask them in turn to make suggestions for the improvement of all of our educational enterprises. American Education Week affords the opportunity for this give and take.

To these tasks and to our great duties in the schools let us give our best, secure in the faith that effect follows cause; that as we sow, we shall also reap.

I am glad to be a teacher.

# Reading Taught in High School

J. M. Bennett
*Supervising Principal, Millsboro, Delaware*

"SEND me pupils who can read," entreats the wise high school principal, "and I shall not complain about their deficiencies in other subjects." The experienced teacher in the secondary school knows well the importance of reading, and the discerning elementary instructor will let nothing detract from it. It is trite to say that reading not only furnishes a key to all the other subjects taught in our schools, but also is essential to intelligent participation in the activities of modern life. If the child has not mastered the subject of reading, he cannot hope to master geography, history and science; neither can he expect to cope successfully with the complex social organization of his day. But if he can be made to possess a high reading quotient he will comprehend what he reads, and read because he comprehends.

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The elementary teachers of the Millsboro School have always believed that reading is the most important tool subject taught our children, and in the past have used every opportunity to teach reading well and to correlate it with the other subjects taught. They have also endeavored to teach as much corrective and remedial reading as time would permit. It has been evident to them that the giving of remedial or corrective aid to retarded pupils increases in difficulty as the pupils increase in years. Therefore, they not only try to correct wrong tendencies as soon as they appear, but also make an effort to prevent undesirable habits and attitudes from being formed. This has reduced to a minimum the number of special problem cases in the Millsboro elementary school. It is not a coincident that at present not a high school child who has come up ahrough the local elementary system needs individual remedial instruction in reading. Nevertheless, several remedial cases have entered from other schools. Lack of interest and low intelligence on the part of others make corrective treatment necessary. In past years this problem has been partly solved by the teachers taking time from their regular subjects to teach reading. The Millsboro teachers have been reading-conscious for a long time, teaching reading whenever it was thought expedient. Neither have their efforts been in vain. Tests given from time to time show that the median scores of the Millsboro pupils are far above the test norms.

Regardless of this fact, however, it was decided to devote more time to reading in the secondary school, as well as to make a more systematic approach to facilitate work in this important subject. Every teacher agreed with Dr. Shilling, assistant Superintendent in charge of Secondary Education, that pupils should be taken where they are and remedial or corrective measures applied wherever necessary. After several conferences and due consideration they have instituted a more definite plan for the teaching of remedial and corrective reading throughout the high school.

The first step taken was to make a survey of the student body. To supplement the teachers' judgment and individual case data of the pupils, silent reading tests were given to all the pupils in both the junior and the senior high school. The Iowa Elementary Silent Reading Test, furnished by the State Department of Research, was used in the junior high school, while the advanced form of the same test was given to the pupils of the three upper grades.

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In planning the grouping of the children, it was decided that at no time should any of the poor readers of the upper grades be grouped and taught with those of the junior high school. Therefore it was thought best to divide the pupils, at least for awhile, into two distinct divisions based on grades—division one being composed of grades seven, eight and nine and division two of grades ten, eleven, and twelve.

As soon as the results of the tests had been carefully checked and tabulated, the teachers assembled and after discussing the case of each individual child placed it in one of the following groups of its respective junior or senior classification: Group "A"—Remedial, group "B"—Corrective, and group "C"—Satisfactory.

In other words the pupils were first separated according to their junior or senior high school level, and then each of these two divisions was again divided into three groups. Group "A" is composed of a small number of children who need individual or remedial attention, while group "B" is made up of those pupils who can be taught as a group or will respond to what is commonly called corrective treatment.

In order to be better able to handle the large number of pupils it was found necessary to subdivide the "B" group in both the junior and the senior high school divisions. At present this subdivision is based on general reading ability. Later these children will be classed according to similar weakness; as slow readers, deficient in power of comprehension, and vocabulary limitation. As the weakness of some individual pupils may and does overlap it is often hard to classify all students according to deficiency. As the grouping is flexible, however, permitting changes to be made from time to time, the individual pupil will be shifted whenever the defect that caused his classification has been corrected, or a change is considered advantageous for him.

In the third division or group "C" are placed those pupils who have mastered the mechanics of reading so that they are able to read both orally and silently in a highly satisfactory manner. Though this group is much smaller than group "B" in both the junior and the senior high school division, it contains many more children than group "A."

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It may be said in passing that since it is felt that the children of group "C" have developed desirable attitudes and skills; possess strong motives for, and permanent interest in reading; and obtain rich and varied experiences through its use they need no special help in this subject. As they are being given free reading, this article will devote to them no further consideration.

It should be borne in mind that the whole plan of organization and grouping is flexible and that reclassification of individual students will be made from time to time.

In order to give more time to reading, all club activities have been eliminated during the first semester and the one hour a week formerly taken for them is being used to instruct the various groups or individuals in this subject. In addition to this, the home room teachers are devoting their fifteen minutes a day to corrective reading. Every teacher is also continuing to teach effective reading in connection with all the other subjects throughout the system. A continuation of this effort augmented by the extra two hours and fifteen minutes a week devoted exclusively to the improving of reading cannot help but bring worthwhile results, if the needs of each student are correctly diagnosed and the right methods applied.

As soon as the survey had been completed, the children classified and the organization effected, each group was assigned an instructor.

Though the deficiencies of each pupil had been recorded before the child was placed in a certain group, the teacher in charge of each group thought it expedient to make a more careful and extensive diagnosis of his or her pupils, to determine not only where the child was deficient, but also why he had certain difficulties. The actual test responses of each pupil were analyzed and diagnostic inferences drawn from all the other data that could be procured, analyzed and interpreted. Intelligence, home background, educational history, reading habits, physical condition, rank in class, and attitudes are some of the many influences being studied. What are the causes for the specific handicap, is the important question. Unless this can be determined the teacher is working at a disatvantage. Is the pupil suffering from some physical handicap? Does he know how to study? What is his I. Q.? These are a few of the many questions that have been and are being asked concerning each and every individual pupil who doesn't do satisfactory reading. Just as soon as the case has been correctly diagnosed the remedy is applied.

If, for instance, the physical condition of the pupil is interfering with his reading, an attempt is made to correct this condition. For example, if the child is found to be in need of glasses, an effort is made to help him procure them.

If another child is lacking in the skills of reading, the reason for this is sought and the remedy applied. It may be that the child has never been correctly taught to interpret the printed symbols. He is lacking in the elementary fundamentals of reading and must be taught at his own level. His vocabulary may be faulty. If so, he is not only given simple reading material, but also instructed in the use of the dictionary. Correct pronunciation as well as the meaning of words is taught. The former includes syllabication, diacritical marking, and the use of the accent. A study of certain lists of ordinary words is also being found helpful.

If a third pupil is found lacking in comprehension, the teacher endeavors to ascertain his difficulty. Does he lack the ability to evaluate new experiences gained through reading, or is it inability to organize these experiences into a meaningful whole? Certainly the cause of his deficiency will determine the remedy to be applied.

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Teaching them how to find the topic statement in a paragraph, obtain the meaning of a sentence, sift details—in short how to study, is what the instructors of these pupils are striving to accomplish.

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The slow reader is also having his case further analyzed. His trouble may come from lack of being able to recognize a large span, faulty rhythmical movement of the eye across the printed line, or difficulty in recognition of the reading units. All slow children are being given very simple reading and are being encouraged through commendation, time tests, progress graphs, and other recommended methods, to improve their speed as well as their ability to interpret, evaluate and organize.

If the child has a low intelligence however, it may be impossible to bring this child up to his grade norm even with the most effective program of individual instruction. Even though the teachers realize this, they are doing all they can to help this unfortunate. For they fully realize that one of the greatest blessings that can be bestowed upon a child is the ability to read well, together with a lasting love of good reading.

## Letters

(*Continued from page 234*)

classes have helped to plan and execute the different numbers of each graduation program. For ten years we have had the satisfaction of having commencement programs in which the boys and girls, themselves, really enjoy the programs because they, themselves, prepared and furnished the different numbers. They do not have to listen to long-winded, outside-of-school speakers.

Our class members wear caps and gowns in order to save money in the purchase of fine clothes for the commencement occasion. The caps and gowns help to do away with the inequalities of financial conditions of the different families. The Claymont Board of Education has bought the caps and gowns for use by the members of the graduating classes. A yearly rental of only $1.00 per pupil is charged. This money will be used to purchase additional caps and gowns and also to keep them in good repair.

H. E. Stahl,
*Supt. of Schools, Claymont, Delaware.*

# All in the Day's Work

*By* Everett V. Perkins
*Principal, Cony High School, Augusta, Maine*

### Off for Another Year! !

For several reasons I had thought that I would give up this feature, which has been running for four years; but the good editor is so friendly that I am moved to reconsider.

I began to read The Journal of Education almost as soon as I began to teach. In breadth of outlook, in great variety of practical helpfulness, and in interesting make-up this magazine is, in my opinion, unique in the educational field.

I shall never forget that it was The Journal of Education which years ago under Dr. Winship's editorship gave encouragement to my early literary efforts.

This column brings me into contact with interesting and helpful people. It is good practice to write for a high class magazine. It necessitates the organization of one's ideas and it clarifies one's thinking.

So we are off for another year. If the column gives readers as much enjoyment and benefit as it does me, I shall be satisfied.

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### An Unforgotten Kindness

Numerous agents are right after me. They are selling books, magazines, and diverse other things. If I try to turn them down, I am halted by a vivid memory of something that happened more than three decades and a half ago.

Then I was selling books on my summer vacation. My territory was Hartford, Vermont.

How I hated myself as I started out to make my first call on that July morning! I was almost ready to give up the attempt to earn money for continuing my college education and to go home to the farm where I at least was sure of my board.

I had been instructed to visit first the biggest man in the community, to get his endorsement and his order, and then to go ahead with my sales. There was no question about who that man was in Hartford; he was a lawyer, ex-governor Samuel Pingree, whom I never had met but about whom I had heard a great deal. He lived in a large house on the chief street in the village. With pounding heart and shaking knees I rang his door-bell.

A kindly gentleman appeared promptly and reached out his hand, — "Good morning, young man. Come in," he said cordially.

I was so surprised that I could not recite the speech that I had learned about my book but handed over to him the prospectus. He looked it over leisurely and said, "This is a good book; I want one."

My new friend, for he made me feel from the first that he was such, entertained me until the next day, called up some of his acquaintances to recommend my book to them, and gave me such a send-off that I had a very successful summer, not only earning much money but making lifelong friendships.

If I had received from the good lawyer a rebuff instead of a cordial greeting, I am sure that the whole course of my life would have been changed. So, if the agent is young, earnest, and clean, I try to pass on to him the kindness that was shown to me. I am sure that I have gained in other ways much more than I have lost in time or money.

# Book Reviews

## Crucible and Test Tube

CHEMISTRY AND ITS WONDERS, By Oscar L. Brauer, San Jose (Calif.) State College. Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Chemistry has indeed its wonders. Not the least of these is the degree of teaching and authorship ability required to make chemistry the lively, human and challenging study it deserves to be made in any high school. Oscar Brauer has made remarkable headway toward this educational desideratum in his textbook, "Chemistry And Its Wonders."

The unfolding of the subject proceeds from simpler to more complex matters in an orderly fashion that avoids confusion of the learner. It stresses the applications of chemistry to everyday affairs. The achievements of outstanding chemists are sketched in biographical pages that are themselves an inspiration.

The author has evidently had in mind the needs of the pupil who will end his chemical study with this book, and also those of the young person who will continue his study of the subject in university or college. The text has obvious flexibility.

Through chemistry stupendous changes have been wrought in modern industry and in the conditions determining human health and comfort. Interest in these changes has been turned to good account in motivating the efforts of the student to master the principles of the science. Cold memorization of facts for their own sake has been reduced to a minimum in the author's vitalizing treatment of his subject.

## Rethinking American History

THE AMERICAN NATION — YESTERDAY AND TODAY. By Rolla M. Tyron, Charles R. Lingley, Frances Morehouse. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

We have here a significant and thorough revision of one of the standard textbooks in American history for the upper-elementary and junior-high-school grades. A comparison of the changes made in the revising of this work sheds important light upon the new emphases in the teaching of the history of our own country. The authors call attention to three of these differences: (1) More emphasis is placed upon recent years; (2) The book is less formal in arrangement and plan than its predecessor; (3) More attention is given to the history of foreign relations and economic changes. Another change of equal importance is the greater stress upon social and cultural history. As one turns the pages of this book it is interesting to note topics like the following: "Artists in Many Fields," "Architecture and Cabinet Making," "Behold the Skyscraper;", "Where are the Fast-growing Cities?" and "How Health Conditions Changed between 1865 and 1900."

The authors of this volume deserve special commendation for the skill with which they combine new emphases and material with the more conservative approach. They have provided comprehenisve bibliographies, projects and other teaching suggestions, and many original and stimulating questions.

## Literature for Adolescents

READING AND LITERATURE. Books One and Two. New Edition. Yonkers-On-Hudson, New York; Boston, Atlanta, Dallas, San Francisco, Portland: World Book Company.

The junior high age is a period when the zest for exploration is at its zenith. If this spirit can be carried into the realm of literature, the problem of teaching reading, in the largest, fullest and richest sense of the word, has been solved. Learning to read means acquiring a desire to read. When this is done the rest follows. All depends, however, upon providing young people with a range of reading material which will appeal to their interests. This means that a wide range of selections should be available so that if one fails to give an impetus to the youthful exploring spirit, another may succeed. *Reading and Literature* meets this requirement to an unusual degree. Here science, poetry, biography, history march side by side. Time-tested literary materials, as well as contemporary selections, are generously provided.

Book One contains *Treasure Island* and Book Two, *A Christmas Carol*. Among the numerous examples of relatively modern productions the following are to be noted: Trowbridge's "Darius Green and his Flying Machine," Van Dyke's "Salute to the Trees," Monkhouse's "The Young Lady of Niger," Frost's "Stopping by Woods on a Snowy Evening," Teasedales "The Coin," Guitermans "The Oregon Trail," Enley's "The Red Cross Spirit Speaks," and Helen Keller's "Lessons without Books." In addition to the wealth and variety of material these books provide a wide range of modern, practicable and stimulating teaching suggestions.

## Arithmetic that "Counts"

TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL. Vol. II. Intermediate Grade. By Robert Lee Morton, Ohio University, Athens. New York, Boston, Chicago, San Francisco: Silver Burdett Company.

The best teachers of arithmetic have long since developed their own theories and procedures, and these would be found to concur at many points with the recommendations of Dr. Morton in this second volume of "Teaching Arithmetic in the Elementary School." This volume, by the way, deals with the work of grades four, five and six.

Arithmetic in the hands of a drillmaster who is nothing more, has never been adequate or truly educational arithmetic. On the other hand, arithmetic taught at random whenever the need for number work happens to arise in connection with a project or activity, results in very sketchy accomplishment.

Hence the need for a method of teaching this subject which combines systematic organization with sufficient drill to give facility—but the whole matter wrought into a fabric of meaningfulness—as in the volume Dr. Morton has now written for teachers and prospective teachers. Its main purpose is to show how the pupil may be taught the science of numbers so as to gain a mastery over its processes, a true insight into the whys and wherefores of its rules. The effort to cultivate such insight might be carried to extremes, with resultant defeat of educational aims, but no such danger of overreaching the mark is apparent to the reviewer of this understandable and well balanced guidebook. It should aid in producing more good teachers of arithmetic.

## "Take A Letter"

GREGG SPEED BUILDING. By John Robert Gregg. New York, Chicago, San Francisco, Boston, Toronto, London, Sydney: The Gregg Publishing Company.

This revision of a text published in 1932, embodies the results of six years' experience of many teachers and students with the original text. Daily exercises of practical nature are provided. Material has been drawn from letters actually dictated and sent out by business executives in various types of commercial enterprise. Practice work in certain special fields, such as banking, insurance, governmental and automotive has been included in a well organized chapter arrangement, in addition to the letters dealing with general business affairs. Drill in the use of phrases is one of the emphasized features. An abundance of work in transcription is included, and in this connection some needful attention is paid to "spelling demons" — those words that are so frequently misspelled by the inexperienced typist.

This single manual of convenient size contains enough material if conscientiously practiced, to turn a novice into an accomplished stenographic assistant. It deserves to be widely used.

## A Dean's Messages

THE SATURDAY LETTERS. By Raymond E. Manchester, Dean of Men, Kent State University, Kent, Ohio. Cuyahoga Falls, Ohio: The F. W. Orth Company.

If there are sermons in stones, certainly sermons of a more articulate and understandable sort are in "The Saturday Letters." Raymond E. Manchester, as Dean of Men at Kent State University in Ohio, wrote these letters week by week and sent them to all men students in the university.

Dean Manchester apparently writes about anything that comes into his head. But he always gets around to something worth transplanting to the mind of a young collegian. And he does it all with rare flourishes and caperings that captivate. Here will be found such homely virtues as common sense, integrity, industry, good humor, zeal for learning and a score of others, made attractive by a good salesman.

Delightfully varied, boyish in enthusiasm, age-old in their fidelity to truth and wisdom; fascinating, fine spirited, fitted to the needs of the day and hour are these little essays, dashed off and served hot.

Thank you, Mr. Manchester, for putting your letters into a book, where all may share them.

## Mathematics Appreciated

A PREFACE TO MATHEMATICS. By C. E. Van Horn, Ph.D., Fisk University. Boston: Chapman and Grimes, Inc.

A delightful little book for the teacher or student of mathematics is this "Preface to Mathematics." In it Professor Van Horn has succeeded in transmitting much of his enthusiasm for this fundamental science to his readers. It is designed to enrich the backgrounds of the mathematician with much philosophy and lore which finds no place in the more formal texts on the separate branches of the science. Topics range from arithmetic and algebra to the calculus. No one who comes to the reading of this book with an aptitude for mathematical study and even a modest amount of familiarity with some of the major fields, can come away without feeling his understanding and appreciation deepened. The book should prove a valuable contribution to great teaching.

## History for Today

AMERICA YESTERDAY. By Roy F. Nichols, William C. Bagley and Charles A. Beard. With Drawings by George M. Richards. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

"Knowledge does not keep any better than fish," sententiously writes Professor Whitehead. The most objective of facts from the very nature of things cannot look the same to any two generations. Histories written yesterday do not meet today's needs. History is no longer a conglomeration of unrelated events and isolated personalities. It is a study of relationships, involving the economic, social, industrial and cultural changes in our national development. *America Yesterday,* with its companion volume, *America Today,* is an exceptionally fine illustration of the new attitude toward the subject matter of history.

The book is free from the arbitrary divisions which characterized some of the older histories. It stresses especially the economic and social factors in our country's past. The material is presented in a simple and interesting narrative style. There are 29 pages of activities which include 53 projects. Probably the most distinctive characteristic of the book is its rich array of illustrative matter. These pictures are pen sketches in black and white and are of considerable pedagogical value. The second book in the series takes up the story at the close of the Reconstruction period and carries it on to the present time.

## Folk Tales for Little Folk

THE WONDER-STORY BOOKS I Know a Story, Grade I; It Happened One Day, Grade III; After the Sun Sets, Grade III. By Miriam Blanton Huber, Frank Seely Salisbury and Mabel O'Donnell. New York City, Evanston, Illinois, San Francisco: Row, Peterson and Company.

The authors and publishers of the "Alice and Jerry Reading Series" have created a new set of readers. This in itself will be interesting news to many persons who admired the earlier achievement.

The Wonder Books are for the first three grades. The titles are: "I Know a Story," "It Happened One Day," and "After the Sun Sets." The purpose has been to retell in simplest words, yet in commendable literary form, some of the folk tales which are a heritage of the race, but a heritage that has been almost crowded out by the mass of informational material thrusting itself upon the schools in recent years.

Certainly these old tales make pleasurable reading, just as they once made pleasurable listening. The strain of new words has been kept to a minimum for the young learner. As for illustrations—these are "Wonder Books" indeed—marvels of attractiveness in color and in drawings that vivify each story with a clearness long to be remembered.

Among the newest supplementary readers for little people, these "Wonder Books" surely do stand out.

# The News Digest SECTION

## NATIONAL YOUTH ADMINISTRATION ALLOTS $21,750,000 FOR STUDENTS

WASHINGTON.—Allocations totaling $21,750,000 to finance its student aid program have been announced by the National Youth Administration for the present fiscal year. New York City receives $1,299,696 and the balance of the State $915,049. New Jersey gets $484,653 and Connecticut $188,504.

Of the total $9,836,407 goes to aid for needy high school students between the ages of 16 and 24, who cannot receive more than $6 a month. In return the students are employed in such jobs as community service, clerical and office work, library, museum and laboratory assistance, special research, conducting of forums, adult education classes, maintenance of grounds, etc., always with the proviso that they must not replace regular employes.

The pay of college and graduate students, who perform the same type of work, is limited to an average of $15 a month for college students and $30 a month for graduate students.

School authorities select the students. All non-profit making, tax-exempt educational institutions in operation in 1937 are eligible to participate.

The fund will provide part-time jobs for more than 350,000 needy students of both sexes who otherwise would not be able to enter or remain in school.

## Would Remove All Barriers to Schooling

ITHACA, N. Y.—"Extension of the public school by removal of all barriers to free education, whether economic or social," was advocated before the conference at Cornell University on the problems of youth.

H. C. Hutchins of Washington, assistant secretary of the Educational Policies Commission, told the closing session that schools, libraries and recreational agencies need to be coordinated into a comprehensive system to serve all factors of the population.

"This involves in addition to free tuition, the provision of books and educational supplies," he said. "In many cases, of transportation; and, in some cases, maintenance grants necessitated by the low income of the family from which the pupil comes. American education will reach the ideal of equality of opportunity when all barriers, whether economic or social, are removed."

Citing the commission, he said the extension of the public school both above and below its present limits was sound educational policy. This would involve the addition of the nursery school and the kindergarten below the first grade level "and, what is more important to us at the moment, the addition of junior colleges above the present secondary schools."

## Freshman Guidance At U. of Oklahoma

OKLAHOMA CITY, OKLA.—Plans to see that every new student at the University of Oklahoma receives individual attention this Fall are now being considered by the university's administrative officials.

A new filing system, including the scholastic, activity and guidance record of every freshman, will be set up so that advisers can give each student the most efficient and individual guidance.

According to a survey of 3,518 students during the last year, the average monthly expenses for a typical undergraduate not belonging to a fraternity total about $37.50, divided as follows: Board, $22.50; room, $7.50; entertainment, $2.50; miscellaneous, $2.50, and school, $2.50. More than half of the students on the campus are employed and earn all or part of their expenses.

## Illinois Pupils Alternate In Class and Factory Work

ROCKFORD, ILL.—The need of industry for skilled workmen with increasing educational background, and education's desire for practical training of its students to fit the needs of industry, have brought about an integration of high school instruction with industrial apprenticeship in the Rockford senior high school and the machine trade industries of Rockford. The plan will be continued, according to Oscar H. Olson, coordinator of these courses.

Pupils spend half time in school, half at work, by being placed in pairs, one individual attending classes for two weeks while the other is at work, and then reversing positions for the next two weeks.

"The half-time program bridges the gap between school and work," said Mr. Olson, "and provides a means for the continuance of the school guidance program into the years after school completion.

"During the first year the boys study United States history, physics and mechanical drawing; in the second year business principles, shop mathematics, machine drawing and shop theory. During the two-week shop period the boy receives regular pay, starting at 26 cents an hour and advancing two cents an hour every four months.

"After completing the two-year half-time course, the boy will ordinarily continue as a full-time apprentice with the same firm for an additional two years to complete his training."

## Beauties Not Dumb But Only Distracted

BERKELEY, CALIF.—A test of 600 girl students at the University of California has demonstrated that there is a tendency toward lesser intellectual accomplishment when pulchritude is outstanding. That is the finding of Dr. Samual J. Holmes, outstanding authority in the real mof racial behavior, and C. E. Hatch, his associate.

The two scientists refuse to admit that the result of their tests justifies the expression of "beautiful but dumb," but find rather that too much pulchritude has a tendency to draw the beautiful co-ed into too many other lines of distractions to enable her to make the most of her academic career.

# EDUCATIONAL HORIZONS

*By* Randall R. Penhale
*Principal, Iron River High School, Iron River, Michigan*

Following modestly in the shadows of eminent commentators who have taken news in general as their sphere, it shall be the purpose of this writer to confine himself to *education in the news*. Whether *Educational Horizons* shall go off the deep end into oblivion will depend largely on its readers.

What is outstanding in your school? Won't you write us a brief note? Are you engaged in research? If so, what are your conclusions? How are you meeting pupil needs? What constructive criticisms or suggestions do you have? We would like to discuss them in our monthly page, not that we shall always agree, but when we disagree, it will be an honest, sincere difference of opinion. . . . . Clippings? Yes, we should be delighted to receive them from little and large schools, the small college and urban university, and from all sections of the country. And best of all, if it is not asking too much, we would appreciate your school or college newspaper and bulletins. Our address: Educational Horizons, Iron River, Michigan, c/o Iron River High School.

◆

Our initial newscast is the result of our own observations—without your assistance. Never before did we realize there was such a variety of news about schools, teachers, students. To begin at home, Michigan administrators, faced with the dismal prospect of drastic reductions in state aid, will find it necessary during the new school year to double up on the teaching load of many instructors . . . Flood-famous Johnstown (Pennsylvania) city schools during the summer decided to meet a $24,000 deficit by replacing its married teachers with inexperienced college graduates at a much reduced salary. In some rural areas the school year will be shortened, and in the metropolitan centers no one knows what is on the horizon . . . News reports have come to our desk indicating the desire of boards of education to allow their schools to run "until the money runs out and then the state (or federal government via the Harrison-Thomas-Fletcher bill) will be forced to help us!" . . . Occasionally the subject of single state salary schedules, tenure, and civil service for teachers creeps into conversations. What is the viewpoint of your faculty group?

The national economic set-up is a problem of the first magnitude, reaching proportions now where our youth are being seriously affected. Yet at Williams College in Massachusetts the trend is away from the social studies and towards literature. In Princeton there has been a similar reversal . . . The social sciences this Fall will yield large percentages of students to the humanities. In a day characterized by badly bungled economic doctrines, what interpretation can be placed upon instances such as those named? School authorities need to give them more than casual thought.

◆

Atlanta, Georgia, secondary school teachers are attacking a problem which ought to have far reaching results. A course which analyzes the effects of alcohol and other drugs has been made prerequisite to graduation. Similarly, Lane Technical High, Chicago, is instituting a driver-training course based on the belief that an ounce of prevention is worth a pound of cure. Inculcate a desire into our young people to handle their cars intelligently and we have tackled one of the most desperate problems this country knows. The fact that the National Safety Council reports a 22% decline in traffic deaths over 1937 should add impetus to any movement to imitate our colleagues at Lane Tech. . . A book only recently off the press which ought to have wide acceptance is Bannerman's "Safety Through Education," published by the *Employer's Mutual Liability Insurance Co.* of Wausau, Wisconsin. It is available to all teachers for the cost of postage and handling . . . Chicago school authorities are also conscious of the catastrophic consequences of liquor and the environment in which it is often sold—the tavern—a poor disguise for the old, but unforgotten, saloon. Commencing this fall, one dance per week will be arranged for all secondary schools, the purpose being "to keep youth off the streets and out of the taverns." Superintendent Johnston is to be commended. His leadership is worthy of emulation . . . At Raleigh, North Carolina, Four-H club members at State College constructed ash trays, match box holders, and the like, from the copper portions of confiscated "moonshine" liquor stills . . . Is your community merely talking about liquor as Mark Twain said we do about the weather—or are you one of the few who are doing something about it?

◆

Out of 13,528 boys and girls to whom the American Youth Commission recently addressed its questionnaire on movies, morals, religious beliefs, education, it was found that 60% of the boys now drink; 24% do not imbibe but do not object if others wish to do so; and only 12% are absolutely opposed. Time was when a girl never drank! What is the situation now? Forty-four per cent drink; 32% are not opposed; and 24% are, according to *Life* magazine, "opposed to drinking generally."

A recently published report of the American Youth Commission has also indicated, in most convincing language, that the health programs of colleges are unbelievably weak. Statistics are available to prove the laxity of colleges relative to communicable diseases, student vision, dormitory food. (At the Colorado School of Mines at Golden, cramming for the final examinations is said to have cost the students 1,260 pounds or approximately two pounds per pupil. Can this be charged to the administration or is it more evidence of the natural desire to procrastinate?). While this writer was not surprised with the Commission's report, it is to be hoped that the investigation will not go with the wind. Professors Shepard (Stanford U.) and Diehl (Minnesota U.) should now direct their attentions to the secondary level . . . Does your school have an *effective* health program?

◆

Do you have any deaf students who desire occupational advancement? Gallaudet College at Washington, D. C. is the place to send them. Write President Percival Hall . . . Is your school keeping abreast of modern school aids, the movies, for example? Dr. Edgar Dale of Ohio State University has pioneered this field. Use the movies, he says, to enliven courses in science, languages, geography, literature, and history . . . A good play for your consideration this year is "No

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One Can Say" by Warren Beck of Lawrence College at Appleton, Wisconsin. It recently won the Wisconsin Forensic Association's dramatic tournament prize and the Midwest Folk Drama tournament in Cape Girardeau, Missouri, a year or two ago . . . Speaking of dramatics reminds us that we shall be watching for results of Professor J. Russell Lane's six months experiment at Yale which will attempt to discover the merits of teaching acting via sound pictures of the actors themselves. Upon his return to the Badger state school, he will find the new University Theater awaiting his direction . . . The Washington System of public speaking, similar to that heard on the *Town Meeting of the Air* radio program is rapidly gaining its foothold in schools. Contact Professor Frederick Orr of the University of Washington (Seattle) for particulars.

▼

Lack of space prohibits more than a reference to some fine reading you may have missed. These I found excellent: "Teachers and Controversial Questions" by Meiklejohn in *Harpers*, June 1938, and in the same issue, "Neilson of Smith" by Herring. Also "What Mr. Chips Taught Me" in the *Atlantic Monthly,* July 1938. And "Education: Which Kind for Your Child?" by W. Carson Ryan in *Parents' Magazine* for June 1938.

And so we have crossed the continent and returned to our own wee domicile. The jaunt has been exciting. Next month we will come to your school—if you will invite us. Write us early, please. Our address once more—Educational Horizons, c/o Iron River High School, Iron River, Michigan. A great year to you all!

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## Thackston Gets Salute From Local Newspaper

ORANGEBURG, S. C.—Superintendent of Schools A. J. Thackston was given a surprise salute by the Orangeburg *Observer,* which dedicated its issue of September 2 to a many-sided appreciation by local citizens and business concerns of the forty years of faithful and effective service Mr. Thackston has rendered the community.

"Cap" Thackston as he is familiarly known, takes the helm for his forty-first school year and enjoys the love and loyalty of thousands who have felt his influence upon their lives or the lives of persons near them.

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## Britain Fits Children For Dominion Farms

LONDON.—The Fairbridge Farm Schools, which prepare British children for emigration to Canada and Australia, have begun a campaign to reach 250 new children each year and to help maintain the 1,000 children in the Farm Schools. Their plan is to help every child in need between the ages of 6 and 12 for whom application is made in the belief that a rural upbringing and training is the best means of repairing early ills and of fostering in the child a wise and healthy way of life.

Although the main purpose of the schools is to foster the farm crafts, those children who show that they prefer and are more suited to other careers are encouraged to fit themselves for them. When the children have completed their preparation for employment, an after-care organization helps to place the boys and girls, and even to settle on small holdings of their own, those who have skill, experience and a sense of responsibility.

## One Major A Year Leads To College

HARTFORD, CONN. — Enthusiasm and appreciation of subject matter combined with greater knowledge of a central field of interest have resulted from the first year's experiment with the new five-year curriculum at Redding Ridge School in Connecticut, according to Kenneth Bonner, head master. The Redding Ridge Plan, which arranges in a series of five one-year courses the subjects required for entrance to college, stresses one major subject each year, so that the students study one thing at a time thoroughly.

"In the boys' minds the main subject matter of the year has been made one of definite importance," said Mr. Bonner. "In so far as I am able to judge, the development of a fund of information related to a central field of interest, the enthusiasm and appreciation of its significance, the sustained effort and the gradual development of maturity have been greater in the Redding Ridge second form than in any of the ten corresponding groups that I have seen elsewhere."

The past year's course of study was devoted mainly to geography. The central theme was a course in "human geography," which dealt with the physical facts of the world and with their relation to man.

## Greater Load For Boston Teachers

BOSTON.—The Boston school committee approved a plan under which the so-called teacher load in high schools throughout the city would be increased, resulting in the eventual saving of $166,000 annually.

The program provides that men instructors will conduct 25 classes of 32 pupils weekly, and the women teachers will have 24 classes weekly. Previously, men held 24 classes and the women 22 classes. Supt. Arthur C. Gould explained the plan would release more than 30 substitute teachers and, although the present staffs would not be disturbed, projected appointments to regular assignments would be curtailed.

## Adopt Plan for Apprentice Teachers

ROSLYN, L. I.—Plans for a new teacher training program which will result in a year of experience with pay in the public schools of Long Island for students working toward a master's degree in education, were outlined in a letter sent to boards of education, superintendents of schools, supervising principals and college officials in the metropolitan area.

The letter explained in detail the conclusions reached at a joint meeting of a committee appointed by school officials, in order to formulate standard conditions of employment for internes or apprentice teachers.

Carried out in the last two or three years in the Roslyn Schools in association with New College, the plan provides that each apprentice teacher shall receive a flat fee of $500 for the school year, and that such interne teachers may also receive from the cooperating colleges credits toward a master's degree in education.

All apprentice teachers must have had eighteen hours of educational courses, including practice teaching, and must be regularly registered in one of the metropolitan or Long Island colleges for a master's degree. It is expected that the superintendent of schools or school head will have a personal interview before election or appointment within a school system is made.

## Italy Bars Alien Jews From Public Schools

ROME.—The Italian government has announced an anti-Jewish measure foreshadowed by the recently promulgated Fascist doctrine which holds that Italy's 47,000 Jews "do not belong to the Italian race."

The order barred foreign Jews from Italian schools—a measure of limited scope since it does not affect Italian Jews, and the number of foreign Jews normally attending Italian schools is not large.

Foreigners attending Italian schools in 1936-37 totaled 2612 but the proportion of Jews was not known.

Nevertheless, Italian Jews considered the regulation symptomatic since it disclosed that the racial campaign already had passed from the academic to the practical stage.

## Ten Fellowships for Latin Americans

NEW YORK.—Award of ten travel fellowships to scholastic representatives of ten Latin-American republics was announced by the Institute of International Education under a plan jointly sponsored by governmental and educational agencies and the Pan American Airways System.

The plan is aimed toward developing greater understanding and improved relationships among the American republics, including Argentina, Brazil, Chile, Costa Rica, Ecuador, Haiti, Honduras, Paraguay and Uruguay.

The Institute assures tuition and maintenance scholarships this year for the successful candidates at American University, Columbia University, Indiana University, New Mexico State Teachers College, Northwestern University, Rensselaer Polytechnic Institute, Tufts College, University of California and Yale University.

The airways system will provide transportation for the students to the United States and return.

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## "Never Too Old" Adult Classes Show

DULUTH, MINN. — Adults have abilities greater than many give them credit for, according to a nation-wide study of thousands of university extension students made by Herbert Sorenson, president of State Teachers College, Duluth.

The study, the foreword states, was limited strictly to adult students enrolled in university extension courses because members of this group, though not spectacular in numbers among those engaged in adult education, "have an importance in the social fabric that far transcends their numbers, for the very obvious reason of their intellectual status."

"The results of the investigation," according to Richard R. Price, director of university extension, University of Minnesota, "should supply a great stimulus to the whole adult education movement, as well as to that segment known as university extension.

"Many investigators have demonstrated that age of itself can no longer be considered a deterrent to the acquisition of new knowledge or new skills, provided the drive of interest be present. Adults can learn and can retain. The diminution of mental powers with age is very moderate, if those powers be systematically exercised. All these findings are corroborated by the present study and additional facts are educed."

## Variety of Courses Opened to Teachers

BOSTON.—The Massachusetts Division of University Extension will offer a comprehensive program of thirty courses in education for those engaged in teaching for residents of Boston, Cambridge, Springfield and vicinity according to the announcement of Commissioner of Education James G. Reardon. Most of these courses, Dr. Reardon declared, are accepted by the State Teachers Colleges and other institutions for credit toward a degree in education.

The twenty courses scheduled for Boston and Cambridge include: "New Sensory Aids in Teaching," "Modern Views of Education," "Basic Educational Problems and Practices," "Character Education," "Child Study and Guidance," "Psychology and Methods of Teaching Mentally Retarded Children," "Tests and Measurements," "Educational and Vocational Guidance," "Biological Foundations of Education," "Curriculum Building for the Kindergarten," "The Teaching of English, in the Elementary Grades," "Remedial Reading," "Correction of Speech Disorders," "Methods of Teaching Lip Reading," "Improvement of Instruction in Arithmetic," "Constructive Activities in the Elementary School," "School Art Crafts," "Practical Handicrafts in the Special Class Curriculum," "Blackboard Drawing (Advanced Course)," and "Educational Law."

An excellent program of professional improvement courses is being prepared for Springfield, Worcester, Fall River, New Bedford, Lowell, Bridgewater, Lawrence, Salem, Framingham, Westfield, Pittsfield and other centers. Commissioner Reardon announced that classes will be organized at the request of any teacher group, and that representatives of the Division of University Extension are available as speakers to explain the services of the department to the schools of the state.

A complete description of these

courses and others to be offered throughout the Commonwealth may be obtained from James A. Moyer, Director, Division of University Extension, Room 217, State House, Boston.

## Saves "Wasted Year" Of Superior Pupils

LOUISVILLE, KY.—High school curricula are in need of change and "the fourth year in high school is just so much wasted time to no small percentage of students," according to a report by Dean J. J. Oppenheimer of the College of Liberal Arts, University of Louisville, on students allowed to enter the college as regular freshmen after only three years of high school work.

Sanctioned by the Southern Association of Colleges and Secondary Schools, the Louisville plan is said to be the first experiment of the kind in the South.

"Unusually good records" have been achieved by the experimental students in both scholastic and extra-curricular activities, according to the dean.

Thirty-five students, chosen from the top rank of third-year high school classes, have been allowed to enter under the plan. Paired off with "control" students of comparable ability and aptitude, the experimentals consistently measure above the normal expectancy for even superior college men and women.

Maintaining B minus records where a C is average, the experimentals have ranked slightly above their corresponding control group in college grades.

## Girls Better at Picking Vocations

NEW YORK.—Aptitude tests recently given to more than 700 prospective college students by the American Schools Association, reveal that girls far surpass boys in the correlation of the desire for a specific career and the ability to fit smoothly into a chosen vocation.

The tests, which were given at the Chicago and New York offices of the association to determine the fitness of the student for the profession he wished to enter, disclosed sharp discrepancies between students' interests and abilities.

Of the tests given in New York more than 85 per cent were taken by students living in the metropolitan area. The aims and aspirations of these youths coincided to a high degree with those of their Midwestern compatriots.

The tests, which have been incorporated into the guidance service of the American Schools Association, are not meant to determine the vocation of the individual. Rather the effort is to assist the student in the choice of a proper vocation. Instead of blindly enrolling for college courses, the individual's natural abilities are made the basis for his choice of a career. Wide variations in capacities and interests of the student make it necessary to obtain information about each student individually.

## British Teachers to Study in America

NEW YORK.—Frank S. Coan, general secretary of the English-Speaking Union of the United States, has announced that ten scholarships had been awarded by the English-Speaking Union of the British Empire, in cooperation with other organizations, to English teachers and writers for study and travel in the United States.

Seven of the scholarships are in honor of Walter Hines Page, wartime Ambassador to Great Britain. One is an agricultural scholarship and two provide study at Chautauqua.

## Predicts the State Must Train All

LONDON.—The possibility that the British Government would eventually have to train every one to fill a particular post was expressed in a recent speech by Sir Thomas Inskip, Minister for the Coordination of Defense, at Dean Close School in Cheltenham.

"Today, there is no future for drifters," he said. "There is little or no prospect for a boy who has not made up his mind what he wants to do.

"My own belief is that not only individuals, but the nation and the government will have to tackle this problem—that, in a highly competitive world where it is not so easy as it once was to make a modest or prosperous living, everybody must be provided with a training which will fit him to fill a particular post in a world which is largely becoming a mechanical one, and at any rate a highly specialized one."

## Teacher Reinstated By Court Order

BOSTON.—Miss Marjorie E. Frye, whose ousting as a Leicester High School teacher was the cause of a student strike two years ago, was ordered reinstated by the full bench of the supreme court.

The court ordered the issuance of a peremptory writ of mandamus restoring her to her former position. The decision climaxed two years of litigation, in which the case had been carried through Worcester superior court.

The supreme court upheld the contention of Miss Frye, a resident of Leicester, that she had established herself in life tenure in her teaching position by having served three consecutive years before the school committee refused in the summer of 1936 to reappoint her. The committee had argued that the status of tenure had not been established.

## Graphs as Aid in Remedial Reading

NEW YORK.—If a graph of reading ability is explained and used as a guide for remedial instruction, the reading efficiency of high school students shows marked improvement, Miss Gladys L. Persons, director of the Theodore Roosevelt High School reading project, has reported.

Miss Persons, who is also assistant director of the New York University Reading Clinic, reported on findings reached through experimental data on remedial reading obtained in the last four years. Her report was in part as follows:

"Each of the 157 students in the corrective reading group was retarded by at least two grades.

"The initial testing of the pupils showed that the lowest rate was 125 words a minute and the highest, 444. Thirteen per cent were reading in the range of 100 to 200 words a minute, 61 per cent from 200 to 300 words a minute, and 26 per cent above 300 words a minute. The lowest span of recognition was .65 of a word and the highest 1.67 of a word.

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in old, well-known New England boys' camp. Protestant. Must have camp experience and good prospect of a following. Salary and generous commissions. Excellent opportunity for school man to materially increase his annual income. Position must be filled very soon. For interview write address below. Give qualifications. Address: Box D. The Journal of Education, 6 Park Street, Boston.

"After a term's instruction, the lowest rate of reading was 145 words a minute and the highest, 511. The lowest average span of recognition was .77 of a word and the highest, 2.17. Only 1 per cent now were reading in the range of 100 to 200 words a minute, 36 per cent were placed in the 200 to 300 word range, and 63 per cent tested above 300 words a minute."

## Schools "Pictured" By New Rochelle

New Rochelle, N. Y.—Following the example set by New York City several years ago, the Board of Education of New Rochelle recently added its name to the growing list of school bodies which are trying to present their reports in a form that appeals to the general public. "Living and Learning," the New Rochelle education board's 1938 report, is a cooperative enterprise on the part of the administrative supervisory and teaching staffs of the city's educational system defining, mostly through pictures, the educational philosophy of the schools.

The report is issued in connection with the settling of New Rochelle by the Huguenots 250 years ago, although public education was not introduced until after the Revolution, in 1795, and free public education was not established until 1849. At present New Rochelle has fifteen schools, an ungraded, or truant school, and 9,633 pupils.

During the 1938 Winter term, according to the report, adult credit courses leading to high school graduation were offered for the first time in New Rochelle. Supplementing these new courses, the citizenship and literacy courses of the school have been continued and expanded. Similarly, in the vocational phase of the adult program, the school has added courses in salesmanship and home service.

## Educational Structures Rising in Boston

Boston.—Boston University's new $1,150,000 home for its College of Business Administration, ground for which has been broken, is part of a picture of expansion now going on among educational institutions in and near Boston.

Northeastern University is completing a building which will house its engineering department. Harvard is building a new school for public affairs. Massachusetts Institute of Technology is adding a wing to its school of architecture. Tufts is contemplating a new medical school center. And Babson Institute has begun a $180,000 work laboratory and library.

The Boston University structure is being built on the new Charles River campus and is expected to be ready for use next year. It will bring the sixteen departments of the college together under one roof for the first time in a building five stories high in its main section and two stories in the wing. As funds are received for the other university departments they, too, will move to the Charles River campus midway between Massachusetts Institute of Technology and Harvard University on the opposite bank of the river.

## British Encourage Home-School Ties

Leeds, Eng.—Establishment of a parent-teacher association in every school in Britain is the ultimate aim of the Home and School Council of Great Britain, which seeks to encourage all aspects of co-operation between home and school.

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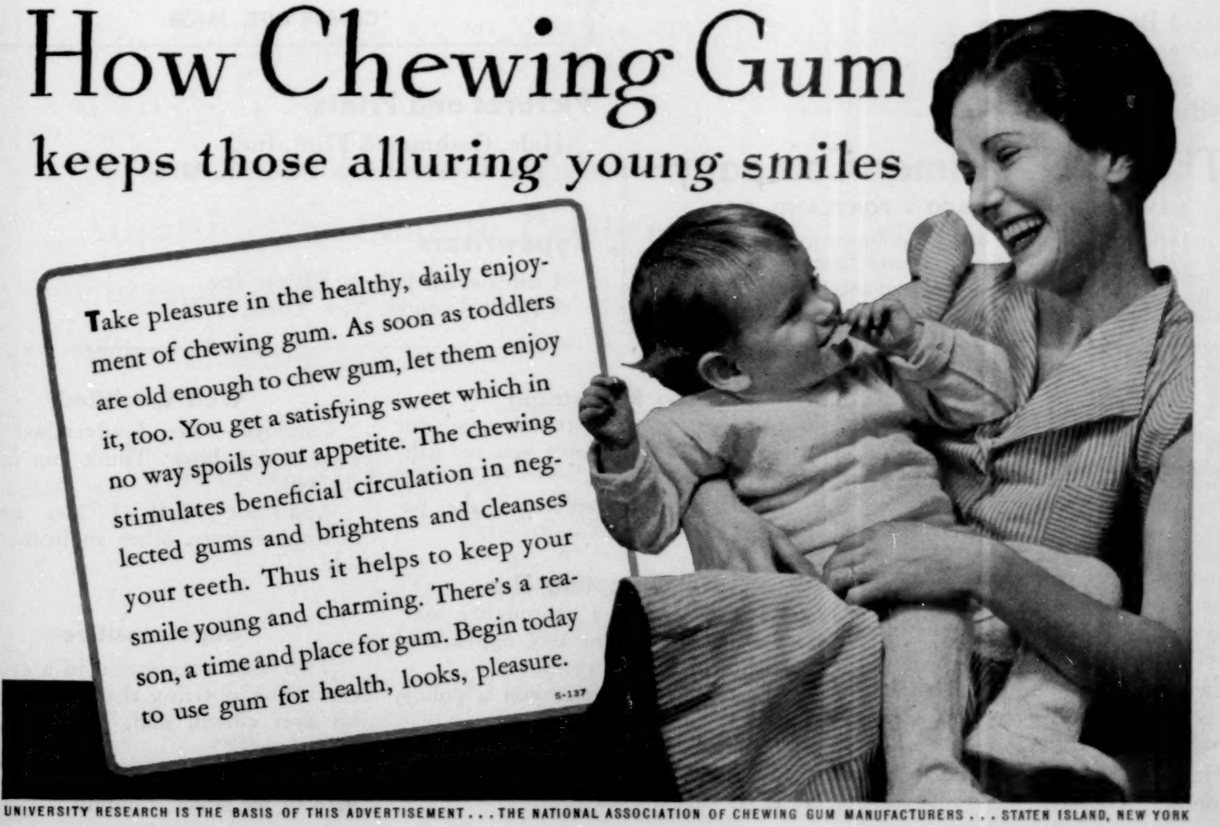

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